

# SOCIOLOGY 8111 – CRIMINOLOGY

Spring 2020

Friday 2:30-5 Friday, Rm 1114 Social Science

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*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 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 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. I've listed up to 8 readings per week, but we will "prune" the required reading list based on student interest.
2. Kubrin, Charis E., Thomas D. Stucky, and Marvin D. Krohn. 2009. *Researching Theories of Crime and Delinquency*. New York: Oxford University Press. [strongly recommended for those who have not taken undergraduate criminology classes]

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

- Kornhauser, Ruth R. 1977. *Social Sources of Delinquency: An Appraisal of Analytic Models*. Chicago: U. of Chicago Press.

## 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* covering 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 readings. 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)

## CAUTIONS

**Triggers/Offensive material.** You will encounter offensive speech and/or depictions in this course, particularly regarding sexist, racist, or homophobic ideas about crime and deviance. This is especially the case with earlier work (some of the readings are over a century old). In this course, students may also encounter other language, depictions, or attitudes that they find disturbing or offensive. In such cases, it is OK to leave the room or take a break – and to voice your objections with me or with the class more generally.

**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 ideal-typical, 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. 1/24. WELCOME - DEFINING AND MEASURING CRIME *[Introductions, Discussion of Projects]*

#### Required

Brayne, Sarah. 2017. "[Big Data Surveillance: The Case of Policing.](#)" *American Sociological Review* 82: 977–1008.

Light, Michael T., & Ulmer, Jeffrey T. 2016. '[Explaining the Gaps in White, Black, and Hispanic Violence since 1990: Accounting for Immigration, Incarceration, and Inequality.](#)' *American Sociological Review*, 81(2), 290–315.

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 D. Hartmann and C. Uggen. New York: WW Norton.

### 2. 1/31 CRIMINOLOGY, ITS PUBLICS, and POLICIES

***"I haven't committed a crime. What I did was fail to comply with the law." – David Dinkins***

#### Required

Wilson, James Q. 1975. *Thinking about Crime*. Chapter 3: "[Criminologists.](#)"

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.](#)" National Institute of Justice Research in Brief. Washington, DC: USGPO.

Abt, Thomas, and Christopher Winship. 2016. [What Works in Reducing Community Violence: A Meta-Review and Field Study for the Northern Triangle.](#) USAID.

Drake, Elizabeth K., Steve Aos, and Marna G. Miller. 2009. "[Evidence-Based Public Policy Options to Reduce Crime and Criminal Justice Costs: Implications in Washington State.](#)" *Victims and Offenders* 4:170-196.

Uggen, Christopher and Michelle Inderbitzin. 2010. "[Public Criminologies.](#)" *Criminology and Public Policy* 9: 725-750 [also skim introduction by Todd Clear and Policy Essay responses by Paul Rock, Kenneth Land, Ian Loader and Richard Sparks, Michael Tonry, and Daniel Mears, pp. 751-805].

#### Recommended

Kubrin, Stucky, and Krohn, Chapter 1.

- \* Sampson, Robert J. 2000. "[Whither the Sociological Study of Crime?](#)" *Annual Review of Sociology* 26:711-14.
- \* Loader, Ian and Richard Sparks. 2010. *Public Criminology?: Criminological Politics in the Twenty-first Century*. Routledge.
- \* Alex R. Piquero. 2019. "Nothing Fake Here: The Public Criminology Case for Being Smart on Crime by Being Smarter on People." *Justice Evaluation Journal* 2:1, 73-92,
- \* Blueprints for Violence Prevention. Center for the Study and Prevention of Violence at the University of Colorado.
- \* Simon, Jonathan. 2007. *Governing Through Crime*. New York: Oxford University Press.
- \* Weisburd, David, David Farrington, and Charlotte Gill (eds.). 2016. *What Works in Crime Prevention and Rehabilitation: Lessons From Systematic Reviews*. New York: Springer.

### 3. 2/7 DETERRENCE, MONEY, and CHOICE [Interview with Rita]

***"We are often deterred from crime by the disgrace of others." – Horace***

#### **Required**

Sherman, Lawrence W. and Douglas A. Smith. 1992. "[Crime, Punishment, and Stake in Conformity: Legal and Informal Control of Domestic Violence](#)." *American Sociological Review* 57:680-90.

National Research Council. 2014. "[The Crime Prevention Effects of Incarceration](#)." Pp. 130-156 in *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Washington, DC: The National Academies Press.

Harris, Christopher J., & Robert E. Worden. 2014. "[The Effect of Sanctions on Police Misconduct](#)." *Crime & Delinquency*, 60(8), 1258–1288.

Dugan, Laura and Erica Chenoweth. 2012. "[Moving Beyond Deterrence: The Effectiveness of Raising the Expected Utility of Abstaining from Terrorism in Israel](#)." *American Sociological Review* 77: 597-624.

Harris, Alexes, Heather Evans and Katherine Beckett. 2010. "[Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States](#)." *American Journal of Sociology* 115: 1753-99.

#### **Recommended**

Kubrin, Stucky, and Krohn, Chapter 2.

\*Becker, Gary. 1968. "[Crime and Punishment: An Economic Approach](#)." *Journal of Political Economy* 76:169-217.

\* Matsueda, Ross L., Derek A. Kreager, and David Huizinga. 2006. "[Deterring Delinquents: A Rational Choice Model of Theft and Violence](#)." *American Sociological Review* 71: 95-122.

- \* Clarke, Ronald V. and Derek B. Cornish. 1985. "[Modeling Offenders' Decisions: A Framework for Research and Policy](#)." Pp. 147-85 in *Crime and Justice, Volume 6*, edited by Norval Morris and Michael Tonry. Chicago: University of Chicago Press.
- \* Nagin, Daniel S., Robert M. Solow, and Cynthia Lum. 2015. "Deterrence, Criminal Opportunities, and Police." *Criminology*, 53: 74-100.
- \* Uggen, Christopher and Sarah K.S. Shannon. 2014. "[Productive Addicts and Harm Reduction: How Work Reduces Crime - But Not Drug Use](#)." *Social Problems* 61:105-130.
- \* Schell-Busey, N., Simpson, S.S., Rorie, M. and Alper, M. 2016. What Works? A systematic review of corporate crime deterrence." *Criminology & Public Policy* 15: 387-416.
- \* Project HOPE debate in *Federal Probation*. 2014. Pp. 57-75. Duriez, Stephanie A.; Cullen, Francis T.; Manchak, Sarah M. 2014. "[Is Project HOPE Creating a False Sense of Hope: A Case Study in Correctional Popularity](#)." Kleiman, Mark A. R.; Kilmer, Beau; Fisher, Daniel T. 2014. "[Theory and Evidence on the Swift-Certain-Fair Approach to Enforcing Conditions of Community Supervision](#)." Cullen, Francis T.; Manchak, Sarah M.; Duriez, Stephanie A. "[Before Adopting Project HOPE: Read the Warning Label: A Rejoinder to Kleiman, Kilmer, and Fisher's Comment](#)."
- \* Harris, Alexes, Heather Evans, and Katherine Beckett. 2011. "Courtesy Stigma and Monetary Sanctions: Toward a Socio-Cultural Theory of Punishment." *American Sociological Review* 76: 234-264
- \* Loughran, T.A., Paternoster, R., Chalfin, A. And Wilson, T. (2016), Can Rational Choice Be Considered A General Theory Of Crime? Evidence from Individual-Level Panel Data. *Criminology* 54: 86-112
- \* Brady, D., Biradavolu, M., & Blankenship, K. M. (2015). Brokers and the Earnings of Female Sex Workers in India. *American Sociological Review*, 80(6), 1123-1149.
- \* Loughran, Thomas A., Holly Nguyen, Alex R. Piquero and Jeffrey Fagan. 2013. "The Returns to Criminal Capital," *American Sociological Review* 78:925-948.
- \* McCarthy, Bill. 2002. "[New Economics of Sociological Criminology](#)." *Annual Review of Sociology* 28:417-42.
- \*Nagin, Daniel S. 2013. "Deterrence: A Review of the Evidence by a Criminologist for Economists." *Annual Review of Economics* 5:83-105.
- \*Piliavin, Irving, Rosemary Gartner, Craig Thornton, and Ross L. Matsueda. 1986. "[Crime, Deterrence, and Rational Choice](#)." *American Sociological Review* 51:101-19.
- \* Martin, Karin D., Bryan L. Sykes, Sarah Shannon, Frank Edwards, Alexes Harris. 2018. "[Monetary Sanctions: Legal Financial Obligations in US Systems of Justice](#)." *Annual Review of Criminology* 1:471-495

#### **4. 2/14 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**

Shaw, Clifford, and Henry H. McKay. 1931. *Juvenile Delinquency in Urban Areas*. [Chapters 6-8](#).

Du Bois, W.E.B. 1899. "[The Negro Criminal](#)" (excerpted from *The Philadelphia Negro*).

Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "[Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy](#)." *Science* 277:918-24.

Sharkey, Patrick., Gerrard Torrats-Espinosa, and Delaram Takyar. 2017. "[Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime](#)." *American Sociological Review*, 82, 1214–1240.

David S. Kirk and Andrew V. Papachristos. "[Cultural Mechanisms and the Persistence of Neighborhood Violence](#)." 2011. *American Journal of Sociology* 116: 1190-1233

Lyons, Christopher. 2007. "[Community \(Dis\)Organization and Racially Motivated Crime](#)." *American Journal of Sociology* 113:815-63.

Goffman, Alice. 2009. "[On the Run: Wanted Men in a Philadelphia Ghetto](#)." *American Sociological Review* 74: 339-357.

## Recommended

Kubrin, Stucky, and Krohn, Chapter 4.

\*Christopher J. Lyons, María B. Vélez, and Wayne A. Santoro. 2013. "Neighborhood Immigration, Violence, and City-Level Immigrant Political Opportunities." *American Sociological Review*.

\* Light, Michael T., and Julia T. Thomas. 2019. Segregation and Violence Reconsidered: Do Whites Benefit from Residential Segregation? *American Sociological Review*, 84(4), 690–725.

\* Sampson, Robert J. 2013. "[The Place of Context: A Theory and Strategy for Criminology's Hard Problems](#)." *Criminology* 51:1–31.

\* Baumer, Eric, Steven F. Messner, and Richard Rosenfeld. 2004. "[Dimensions of Social Capital and Rates of Criminal Homicide](#)." *American Sociological Review* 69:882-903.

\* Du Bois, W.E.B. (ed.). 1904. *Some Notes on Negro Crime, Particularly in Georgia*.

\* Andrew V. Papachristos, David M. Hureau, and Anthony A. Braga. 2013. "The Corner and the Crew: The Influence of Geography and Social Networks on Gang Violence." *American Sociological Review* 78: 417-447

\* Joscha Legewie and Merlin Schaeffer. 2016. "Contested Boundaries: Explaining Where Ethnoracial Diversity Provokes Neighborhood Conflict." *American Journal of Sociology* 122:125-161.

\* Sampson, Robert J. and Steve Raudenbush. 1999. "[Systematic Social Observation of Public Spaces: A New Look at Disorder in Urban Neighborhoods](#)." *American Journal of Sociology* 105: 603-651.

\*Pattillo Mary E. 1998. "[Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood](#)." *Social Forces* 76: 747-74.

\*Clear Todd R., Rose Dina R, Waring Elin, and Kristen Scully. 2003. "[Coercive Mobility and Crime: A Preliminary Examination Of Concentrated Incarceration And Social Disorganization](#)." *Justice Quarterly* 20:33-64.

\*Papachristos, Andrew V. 2009. "[Murder by Structure: Dominance Relations and The Social Structure of Gang Homicide](#)." *American Journal of Sociology* 115: 74-128.

\*Bellair, Paul E, and Christopher Browning. 2010. "[Contemporary disorganization research: An assessment and further test of the systemic model of neighborhood crime](#)." *Journal of Research in Crime and Delinquency*.

## 5. 2/21 DIFFERENTIAL ASSOCIATION, LEARNING, and PEER EFFECTS

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

### **Required**

Sutherland, Edwin H. 1973. [“Development of the Theory.” Pp. 13-29](#) and [“Critique of the Theory” Pp. 30-41](#) in *Edwin H. Sutherland on Analyzing Crime*, edited by Karl Schuessler. Chicago: University of Chicago Press.

Sutherland, Edwin H. and Donald R. Cressey. [“A Sociological Theory of Criminal Behavior.”](#) Pp. 77-83 in *Criminology* 10<sup>th</sup> Edition.

Jones, Nikki. 2004. [“It’s not Where you Live, it’s How you Live”](#): How Young Women Negotiate Conflict and Violence in the Inner City.” *The ANNALS of the American Academy of Political and Social Science* 595: 49-62

Matsueda, Ross L. 1992. [“Reflected Appraisals, Parental Labeling, and Delinquency: Specifying a Symbolic Interactionist Theory.”](#) *American Journal of Sociology* 97: 1577-1611.

Warr, Mark. 1998. [“Life-Course Transitions and Desistance from Crime.”](#) *Criminology* 36:183-216.

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.

Smith, Chris M. and Andrew V. Papachristos. 2016. [“Trust Thy Crooked Neighbor: Multiplexity in Chicago Organized Crime Networks.”](#) *American Sociological Review*

### **Recommended**

Kubrin, Stucky, and Krohn, Chapter 6.

\* McCarthy, Bill and Teresa Casey. 2008. [“Love, Sex, and Crime: Adolescent Romantic Relationships and Offending.”](#) *American Sociological Review* 73:944-969.

\* Cressey, Donald R. and John Irwin. 1962. [“Thieves, Convicts, and the Inmate Culture.”](#) *Social Problems* 10:142-55.

\* Faris, Robert and Diane Felmlee. 2014. “Casualties of Social Combat: School Networks of Peer Victimization and their Consequences.” *American Sociological Review* 79:228-257.

\* Michael Massoglia, Glenn Firebaugh, and Cody Warner. 2013. [“Racial Variation in the Effect of Incarceration on Neighborhood Attainment.”](#) *American Sociological Review* 78: 142-165.

\* Papachristos, Andrew V. and Sara Bastomski. 2018. “Connected in Crime: The Enduring Effect of Neighborhood Networks on the Spatial Patterning of Violence.” *American Journal of Sociology* 124: 517-568.

\*Duncan, Greg J., Johanne Boisjoly, Michael Kremer, Dan M. Levy, and Jacque Eccles. 2005. [“Peer Effects in Drug Use and Sex among College Students.”](#) *Journal of Abnormal Child Psychology* 33:375-385.

\*Kling, Jeffrey R., Jens Ludwig, and Lawrence F. Katz. 2005. [“Neighborhood Effects on Crime for Female and Male Youth: Evidence from a Randomized Housing Voucher Experiment.”](#) *Quarterly Journal of Economics* 120: 87-130.

\*Kreager, Derek. 2007. "[Unnecessary Roughness? School Sports, Peer Networks, and Male Adolescent Violence.](#)" *American Sociological Review* 72:705-724.

\*Matsueda, Ross L. 1982. "[Testing Control Theory and Differential Association: A Causal Modeling Approach.](#)" *American Sociological Review* 47:489-504.

\* Turanovic, Jillian. J., & Jacob T.N. Young. 2016. "Violent Offending and Victimization in Adolescence: Social Network Mechanisms and Homophily." *Criminology*, 54, 487-519.

\*Warr, Mark. 2002. [Companions in Crime: The Social Aspects of Criminal Conduct.](#) Cambridge: Cambridge University Press. Chapters 4-6.

## 6. 2/28 STRUCTURAL ANOMIE and INDIVIDUAL-LEVEL "STRAIN" VARIANTS (ROBINA CONFERENCE)

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

### Required

Merton, Robert K. 1938. "[Social Structure and Anomie.](#)" *American Sociological Review* 3:672-82.

Agnew, Robert, Timothy Brezina, John Paul Wright, and Francis T. Cullen. 2002. "[Strain, Personality Traits, and Delinquency: Extending General Strain Theory](#)" *Criminology* 40:43-72.

Contreras, Randol. 2014. [The Stickup Kids: Race, Drugs, Violence, and the American Dream.](#) Chapter 1. Berkeley: University of California Press.

Sugie, Naomi F., & Kristin Turney. 2017. "[Beyond Incarceration: Criminal Justice Contact and Mental Health.](#)" *American Sociological Review*, 82(4), 719–743.

Haney, Lynne. "[Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment.](#)" *American Journal of Sociology* 2018 124:1, 1-48.

Burt, Callie Harbin, Ronald L. Simons, and Frederick X. Gibbons. 2012. "[Racial Discrimination, Ethnic-Racial Socialization, and Crime: A Micro-sociological Model of Risk and Resilience](#)" *American Sociological Review* 77: 648-67.

Baumer, Eric P., J. W. Andrew Ranson, Ashley N. Arnio, Ann Fulmer, and Shane De Zilwa. 2017. "[Illuminating a Dark Side of the American Dream: Assessing the Prevalence and Predictors of Mortgage Fraud across U.S. Counties.](#)" *American Journal of Sociology* 123: 549-603.

### Recommended

Kubrin, Stucky, and Krohn, Chapter 5.

\* Zhao, Ruohui and Liqun Cao. 2010. [Social Change and Anomie - A Cross-National Study.](#) *Social Forces* 88:1209-1229.

\* Baumer, Eric P., and Kevin T. Wolff. 2014. "[Evaluating Contemporary Crime Drops in America, New York City, and Many Other Places.](#)" *Justice Quarterly* 31: 5-38.

\* 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.



\* Rosenfeld, Richard and Robert Fornango. 2007. "[The Impact of Economic Conditions on Robbery and Property Crime: The Role of Consumer Sentiment](#)." *Criminology* 45: 735-769

\* Messner, Steven F. and Richard Rosenfeld. 1997. "[Political Restraint of the Market and Levels of Criminal Homicide: A Cross-National Application of Institutional-Anomie Theory](#)" *Social Forces* 75: 1393-1416.

\*Blau, Peter, and Judith Blau. 1982. "[The Cost of Inequality: Metropolitan Structure and Violent Crime](#)." *American Sociological Review* 47:114-29.

\*Aseltine, Robert, Susan Gore, and Jennifer Gordon. 2000. "[Life Stress, Anger and Anxiety, and Delinquency: An Empirical Test of General Strain Theory](#)." *Journal of Health and Social Behavior* 41:256-275.

\*Cloward, Richard A. and Lloyd Ohlin. 1960. *Delinquency and Opportunity: A Theory of Delinquent Gangs*. Glencoe, IL: The Free Press.

## 7. 3/6 SOCIAL CONTROL and SELF CONTROL (room change)

***"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

Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press. [Chapters 1 and 2](#) (Chapters 7-11 recommended if you are unfamiliar with Hirschi).

Sampson, Robert J. and John H. Laub. 1990. "[Crime and Deviance over the Life Course: The Saliency of Adult Social Bonds](#)." *American Sociological Review* 55:609-627.

Gottfredson, Michael R., and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press. [Chapters 2, 5, and 6](#).

Donner, Christopher M., & Wesley G. Jennings. 2014. "[Low Self-Control and Police Deviance: Applying Gottfredson and Hirschi's General Theory to Officer Misconduct](#)." *Police Quarterly* 17: 203–225.

Matthew Desmond and Nicol Valdez. 2013. "[Unpolicing the Urban Poor: Consequences of Third-Party Policing for Inner-City Women](#)." *American Sociological Review* 78: 117-141

Wright, Bradley R. et al. 1999. "[Low Self Control, Social Bonds, and Crime: Social Causation, Social Selection, or Both?](#)" *Criminology* 37:479-514.

Moffitt, Terrie E., Louise Arseneault, Daniel Belsky, Nigel Dickson, Robert J. Hancox, Honalee Harrington, Renate Houts, Richie Poulton, Brent W. Roberts, Stephen Ross, Malcolm R. Sears, W. Murray Thomson, and Avshalom Caspi. 2011. "[A gradient of childhood self-control predicts health, wealth, and public safety](#)." *Proceedings of the National Academy of Sciences* 108:2693-98.

Caspi, Avshalom, et al. 2002. "[Role of Genotype in the Cycle of Violence in Maltreated Children](#)". *Science* 297: 851–854.

### Recommended

Kubrin, Stucky, and Krohn, Chapter 7, pp. 167-196.

\*Bailey, Amy Kate and Karen A. Snedker. 2011. "Practicing What They Preach? Lynching and Religion in the American South, 1890–1929." *American Journal of Sociology* 117:844-887.

\*Edin, Kathryn, Timothy J. Nelson, and Rechelle Paranal. 2004. "[Fatherhood and Incarceration as Potential Turning Points in the Criminal Careers of Unskilled Men](#)." Pp. 46-75 in *Imprisoning America: The Social Effects of Mass Incarceration*, edited by Mary Pattillo, David Weiman, and Bruce Western. New York: Russell Sage.

\*Costello, Barbara, and Paul Vowell. "[Testing Control Theory and Differential Association: A Reanalysis of the Richmond Youth Project Data](#)." *Criminology* 37:815-42.

\*Heimer, Karen, and Ross L. Matsueda. 1994. "[Role-Taking, Role Commitment, and Delinquency: A Theory of Differential Social Control](#)." *American Sociological Review* 59:365-390.

\*Guo, Guang, Michael Roettger, and Tianji Cai. 2008. "[The Integration of Genetic Propensities into Social-Control Models of Delinquency and Violence among Male Youths](#)." *American Sociological Review* 73:543-568.

\*Ronald L. Simons, Man Kit Lei, Steven R. H. Beach, Gene H. Brody, Robert A. Philibert, and Frederick X. Gibbons. "Social Environment, Genes, and Aggression: Evidence Supporting the Differential Susceptibility Perspective." *American Sociological Review* December 2011 76: 883-912

### **3/13: NO CLASS, SPRING BREAK**

#### **8. 3/20 LABELING and SOCIETAL REACTION**

***"We enact many laws that manufacture criminals, and then a few that punish them." – Allen Tucker***

#### **Required**

Becker, Howard S. 1963. *Outsiders*. New York: Free Press. [Chapters 1,2, and 8](#).

Lemert, Edwin. 1967. [Human Deviance, Social Problems, and Social Control](#). Englewood Cliffs, NJ: Prentice-Hall. Chapter 3.

Goffman, Erving. 1963. [Stigma: Notes on the Management of Spoiled Identity](#). Englewood Cliffs, NJ: Prentice-Hall. Chapter 2.

Pager, Devah, Bruce Western, and Bart Bonikowski. 2009. "[Discrimination in a Low-Wage Labor Market: A Field Experiment](#)." *American Sociological Review* 74: 777-99.

Brayne, Sarah. 2014. "[Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment](#)." *American Sociological Review* 79: 367-391.

Kohler-Hausmann, Issa. 2013. "[Misdemeanor Justice: Control without Conviction](#)." *American Journal of Sociology* 119: 351-93.

Western, Bruce, Braga Anthony A., Davis Jaclyn, and Sirois Catherine. 2015. "[Stress and Hardship after Prison](#)." *American Journal of Sociology* 120: 1512-547.

Elliott, Sinikka, and Megan Reid. 2019. "[Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization.](#)" *American Sociological Review*, 84: 197–219.

## Recommended

Kubrin, Stucky, and Krohn, Chapter 8.

\*Sampson, Robert J. and Stephen W. Raudenbush. 2004. "[Seeing Disorder: Neighborhood Stigma and the Social Construction of "Broken Windows".](#)" *Social Psychology Quarterly* 67:319-342.

\*Pager, Devah. 2003. "[The Mark of a Criminal Record.](#)" *American Journal of Sociology* 108: 937-975.

\* Flores, Rene D., and Ariela Schachter. 2018. "Who are the "Illegals"? The Social Construction of Illegality in the United States." *American Sociological Review* 83:839–868.

\* Legewie, Joscha. 2016. "[Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination.](#)" *American Journal of Sociology* 122: 379-424.

\* Bernburg Jon Gunnar, and Marvin D. Krohn. 2003. "[Labeling, Life Chances, and Adult Crime: The Direct and Indirect Effects of Official Intervention in Adolescence on Crime in Early Adulthood.](#)" *Criminology* 41:1287-1318.

\* Uggen, Christopher, Mike Vuolo, Sarah Lageson, Ebony Ruhland, and Hilary Whitham. 2014. "[The Edge of Stigma: An Experimental Audit of the Effects of Low-Level Criminal Records on Employment.](#)" *Criminology* 52:627-54.

\* Mobasseri, Sanaz. 2019. "[Race, Place, and Crime: How Violent Crime Events Affect Employment Discrimination.](#)" *American Journal of Sociology* 125:63-104.

\* Erikson, Kai T. 1962. "[Notes on the Sociology of Deviance.](#)" *Social Problems* 9: 307-14.

\*Hagan, John, and Alberto Palloni. 1990. "[The Social Reproduction of a Criminal Class in Working-Class London, circa 1950-1980.](#)" *American Journal of Sociology* 96:265-99.

\* Light, Michael T., Ellen Dinsmore, and Michael Massoglia. 2019. "[How Do Criminal Courts Respond in Times of Crisis? Evidence from 9/11.](#)" *American Journal of Sociology* 125: 485-533.

\*Thompson, Melissa. 2010. "Race, Gender, and the Social Construction of Mental Illness in the Criminal Justice System." *Sociological Perspectives* 53:99-126.

## 9. 3/27 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

Katz, Jack. 1988. *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books. [Chapters 1-3.](#)

Maruna, Shadd. 2001. [Making Good: How Ex-Convicts Reform and Rebuild Their Lives.](#) Washington, DC: American Psychological Association. Chapters 1, 5, and 6.

Massoglia, Michael 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.

Giordano, Peggy C, Stephen A. Cernkovich, and Jennifer L. Rudolph. 2002. "[Gender, Crime, and Desistance: Toward a Theory of Cognitive Transformation.](#)" *American Journal of Sociology* 107:990-1064.

Hagan, John and Wenona Rymond-Richmond. 2008. "[The Collective Dynamics of Racial Dehumanization and Genocidal Victimization in Darfur.](#)" *American Sociological Review* 6:875-902.

Dickinson, Timothy, and Richard Wright. 2017. "[The Funny Side of Drug Dealing: Risk, Humor, And Narrative Identity.](#)" *Criminology* 55: 691-720.

### **Recommended**

\*Hagan, J., Kaiser, J., & Hanson, A. (2016). The Theory of Legal Cynicism and Sunni Insurgent Violence in Post-Invasion Iraq. *American Sociological Review*, 81(2), 316–346.

\* Collins, Randall. 2012. "[C-Escalation and D-Escalation: A Theory of the Time-Dynamics of Conflict.](#)" *American Sociological Review* 77: 1-20.

\* Maruna, Shadd. 2011. "[Reentry as a Rite of Passage.](#)" *Punishment & Society*.

## **10. 4/3 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**

Laub, John H., and Robert J. Sampson. 2003. [Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70.](#) Cambridge: Harvard University Press. Chapters.

Moffitt, Terrie E. 1993. "[Adolescent-Limited and Life-Course-Persistent Antisocial Behavior: A Developmental Taxonomy.](#)" *Psychological Review* 100: 674-701.

Pettit, Becky and Bruce Western. 2004. "[Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration.](#)" *American Sociological Review* 69:151-69.

Uggen, Christopher. 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.

Simi, Pete, Kathleen Blee, Matthew DeMichele, and Steven Windisch. 2017. "[Addicted to Hate: Identity Residual among Former White Supremacists.](#)" *American Sociological Review*, 82: 1167–1187.

Kirk, David S. 2009. "[A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina.](#)" *American Sociological Review* 74:484-505.

## Recommended

\*Blumstein, Alfred. 1987. "[Characterizing Criminal Careers](#)." *Science* 237:985-91.

\*Piquero, Alex. 2008. "[Taking Stock of Developmental Trajectories of Criminal Activity over the Life Course](#)." Pp. 23-60 in *The Long View of Crime: A Synthesis of Longitudinal Research*, edited by Akiva M. Liberman. Springer.

\*Staff, Jeremy, D. Wayne Osgood, John E. Schulenberg, Jerald G. Bachman, and Emily E. Messersmith. 2011. "Explaining the Relationship between Employment and Juvenile Delinquency." *Criminology*.

\*Massoglia, Michael, Brianna Remster, and Ryan King. 2011. "Stigma or Separation? Understanding the Incarceration Divorce Relationship." *Social Forces*.

## 11. 4/10 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

Chesney-Lind, Meda, and Nicholas Chagnon. 2016. "[Criminology, Gender, and Race: A Case Study of Privilege in the Academy](#)" *Feminist Criminology* 11:311-333.

Daly, Kathleen and Meda M. Chesney-Lind. 1988. "[Feminism and Criminology](#)." *Justice Quarterly* 5: 497-538.

Miller, Jody and Christopher Mullins. 2006. "[The Status of Feminist Theories in Criminology](#)." Pp. 217-250 in *Taking Stock: The Status of Criminological Theory. Advances in Criminological Theory, Vol. 15*, edited by F.T. Cullen, J.P. Wright, and K.R. Blevins. New Brunswick: Transaction.

Panfil, Vanessa R. 2018. "[Young and Unafraid: Queer Criminology's Unbounded Potential](#)." *Palgrave Communications* 4:110: 1-5.

Lauritsen, Janet L., Karen Heimer and James P. Lynch. 2009. "[Trends in the Gender Gap in Violent Offending: New Evidence from the National Crime Victimization Surveys](#)" *Criminology* 47: 361-399.

Savolainen, Jukka, Samantha Applin, Steven F. Messner, Lorine Hughes, Robert Lytle, and Janne Kivivuori. 2017. "[Does The Gender Gap In Delinquency Vary By Level Of Patriarchy? A Cross-National Comparative Analysis](#)." *Criminology* 55: 726-753.

Potter, Hillary. 2006. "[An Argument for Black Feminist Criminology: Understanding African American Women's Experiences with Intimate Partner Abuse using an Integrated Approach](#)." *Feminist Criminology* 1: 106-124.

Steffensmeier, Darrell J., Jennifer Schwartz, and Michael Roche. 2013. "[Gender and Twenty-First-Century Corporate Crime: Female Involvement and the Gender Gap in Enron-Era Corporate Frauds](#)." *American Sociological Review* 78: 448-476.

## Recommended

\*Hagan, John, A.R. Gillis, and J. Simpson. 1985. "Class in the Household: A Power-Control Theory of Gender and Delinquency." *American Journal of Sociology* 92:788-816.

\*Steffensmeier, Darrell and Dana Haynie. 2000. "[Gender, Structural Disadvantage, and Urban Crime: Do Macrosocial Variables Also Explain Female Offending Rates?](#)" *Criminology* 38:403-438.

\* Wodda, Aimee, and Vanessa R. Panfil. 2018. "[Insert Sexy Title Here: Moving Toward a Sex-Positive Criminology.](#)" *Feminist Criminology*, 13: 583–608.

\*Benson, Michael L. and Petter Gottschalk. 2015. "[Gender and white-collar crime in Norway: An empirical study of media reports.](#)" *International Journal of Law, Crime and Justice* 43: 535-552.

\* Kruttschnitt, Candace and Kristin Carbone-Lopez. 2006. "Moving beyond the stereotypes: Women's subjective accounts of their violent crime." *Criminology* 44:321-351.

\*Uggen, Christopher and Candace Kruttschnitt. 1998. "[Crime in the Breaking: Gender Differences in Desistance.](#)" *Law and Society Review* 32:401-28.

\* Choy, O., Raine, A., Venables, P.H. And Farrington, D.P. (2017), [Explaining The Gender Gap In Crime: The Role Of Heart Rate.](#) *Criminology*, 55: 465-487

\* Zimmerman, Gregory M., and Steven F. Messner. 2010. "Neighborhood Context and the Gender Gap in Adolescent Violent Crime." *American Sociological Review* 75:958-80.

\*Burgess-Proctor, Amanda. 2006. "Intersections of race, class, gender, and crime: Future directions for feminist criminology." *Feminist Criminology* 1:27-47.

## 12. 4/17 SOCIOLOGICAL RESEARCH INSTITUTE [NO CLASS AND/OR CATCHUP]

## 13. 4/24 – CONFLICT, RACE, AND PUNISHMENT

### Required

Quinney, Richard. 1977. [Class, State, and Crime](#). New York: David McKay. [Excerpt]

Wacquant, Loic. 2002. "[The New 'Peculiar Institution': On the Prison as Surrogate Ghetto.](#)" *Theoretical Criminology* 4:377-89.

Beckett, Katherine, and Theodore Sasson. 2000. "[The War on Crime as Hegemonic Strategy: A Neo-Marxian Theory of the New Punitiveness in U.S. Criminal Justice Policy.](#)" Pp. 61-82 in *Of Crime and Criminality: The Use of Theory in Everyday Life*, edited by Sally Simpson and Robert Agnew. Thousand Oaks, California: Pine Forge Press.

Ruggiero, Vincenzo and Nigel South. 2013. "[Green Criminology and Crimes of the Economy: Theory, Research, and Praxis.](#)" *Critical Criminology* 21: 359-73.

Muller, Christopher. 2012. "[Northward Migration and the Rise of Racial Disparity in American Incarceration, 1880–1950.](#)" *American Journal of Sociology* 118: 281-326.

Behrens, Angela, 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. OR 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.

Stuart, Forrest. 2016. "[Becoming "Copwise": Policing, Culture, and the Collateral Consequences of Street-Level Criminalization](#)." *Law & Society Review* 50: 279-313.

## Recommended

Kubrin, Stucky, and Krohn, Chapter 9.

\* Bernat, I., Whyte, D. 2017. "[State-Corporate Crime and the Process of Capital Accumulation: Mapping a Global Regime of Permission from Galicia to Morecambe Bay](#)." *Critical Criminology* 25: 71–86.

\*Colvin, Mark and John Pauly. 1983. "[A Critique of Criminology: Toward an Integrated Structural-Marxist Theory of Delinquency Production](#)." *American Journal of Sociology* 89:513-52.

\*Messerschmidt, James. 1993. *Masculinities and Crime: Critique and Reconceptualization of Theory*. Lanham, MD: Rowman and Littlefield.

\* Kramer, Ronald C., Raymond J. Michalowski. 2005. "[War, Aggression and State Crime: A Criminological Analysis of the Invasion and Occupation of Iraq](#)." *The British Journal of Criminology* 45:446–469,

\*Katherine Beckett, Kris Nyrop, and Lori Pfingst. 2006. "Race, Drugs, and Policing: Understanding Disparities in Drug Delivery Arrests". *Criminology* 44: 105–137.

\*Whitt, Hugh P. 2010. The Civilizing Process and Its Discontents: Suicide and Crimes against Persons in France, 1825–1830. *American Journal of Sociology* 116:130-186.

\*Richard C. Fording, Joe Soss, and Sanford F. Schram. 2011. "Race and the Local Politics of Punishment in the New World of Welfare." *American Journal of Sociology* 116:1610-57.

\*King, Ryan D. and Darren Wheelock. "Group Threat and Social Control: Race, Perceptions of Minorities, and the Desire to Punish." *Social Forces* 85:1255-1280.

\*LaFree, Gary, Eric P. Baumer, and Robert O'Brien. 2010. "Still Separate and Unequal?: A City-Level Analysis of the Black-White Gap in Homicide Arrests since 1960." *American Sociological Review* 75: 75-100

\*Michael C. Campbell and Heather Schoenfeld. "The Transformation of America's Penal Order: A Historicized Political Sociology of Punishment." 2013. *American Journal of Sociology* 118: 1375-1423.

\*Light, Michael T. and Jeffery T. Ulmer. 2016. "Explaining the Gaps in White, Black and Hispanic Violence since 1990: Accounting for Immigration, Incarceration, and Inequality." *American Sociological Review* 81: 290-315.

***"The worst crime is faking it" – Kurt Cobain***

## 14. 5/1 – CONSEQUENCES of CRIME and PUNISHMENT

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

### Required

Western, Bruce. 2002. "[The Impact of Incarceration on Wage Mobility and Inequality](#)." *American Sociological Review* 67:477-98.

Lageson, Sarah E., & Shadd Maruna. 2018. "[Digital Degradation: Stigma Management in the Internet Age](#)." *Punishment & Society* 20: 113–133.

Massoglia, Michael. 2008. "[Incarceration, Health, and Racial Disparities in Health.](#)" *Law and Society Review* 42:275-306.

Uggen, Christopher and Jeff Manza. 2002. "[Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States.](#)" *American Sociological Review* 67:777-803.

Wakefield, Sara, and Christopher Wildeman. 2011. "[Mass imprisonment and racial disparities in childhood behavioral problems.](#)" *Criminology & Public Policy* 10:793–817.

Beckett, Katherine and Steve Herbert. 2010. "[Penal Boundaries: Banishment and the Expansion of Punishment.](#)" *Law and Social Inquiry* 35: 1-38.

Harding, David J., Jeffrey D. Morenoff, Anh P. Nguyen, and Shawn D. Bushway. 2018. "[Imprisonment and Labor Market Outcomes: Evidence from a Natural Experiment.](#)" *American Journal of Sociology* 124:49-110.

## **Recommended**

\*Hagan, John. 1994. "[Destiny and Drift: Subcultural Preferences, Status Attainments, and the Risks and Rewards of Youth.](#)" *American Sociological Review* 56:567-82.

\*Mauer, Marc, and Meda Chesney-Lind. 2003. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: The New Press.

\*Beckett, Katherine and Steve Herbert. 2010. *Banished: The New Social Control in Urban America*. Oxford University Press.

\*Schnittker, Jason, Uggen, C., Shannon, S. K.S. And McElrath, S. M. (2015), The Institutional Effects of Incarceration: Spillovers From Criminal Justice to Health Care. *Milbank Quarterly* 93: 516–560.

\*Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russell Sage.

\*Wakefield, Sara and Christopher Uggen. 2010. "[Incarceration and Stratification.](#)" *Annual Review of Sociology*.

\* MT Light, M Massoglia, RD King 2014. "Citizenship and Punishment the Salience of National Membership in US Criminal Courts." <http://asr.sagepub.com/content/79/5/825.short>

## **15. 5/4 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.

### 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 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 <https://onestop.umn.edu/academics/final-exam-times>): 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 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 (<https://policy.umn.edu/education/makeupwork>).

**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 on-line at <https://communitystandards.umn.edu/know-code/consequences>).

**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 the MyU Portal.

**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. Students need to have completed a substantial portion of the course in order to be even considered for an Incomplete.

**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:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Faculty, Graduate Students, and full time Staff are Mandated Reporters for prohibited conduct. Such behavior is not acceptable in the University setting. If you have experienced sexual misconduct, discrimination, harassment, or related retaliation; or if you have questions about any EOAA-related issue, please contact Equal Opportunity and Affirmative Action (EOAA) at (612) 624-9547 or [eoaa@umn.edu](mailto:eoaa@umn.edu) For the complete policy, visit [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf).

**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. Joe Gerteis, 1125 Social Sciences - 624-1615

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/>