

SOCIOLOGY 4111 - DEVIANT BEHAVIOR



Fall 2006 11:15-12:30 TTH; 235 Blegen

course page: www.soc.umn.edu/~uggen/4111.htm

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Logic of the Course

This course examines how particular attributes or behavior are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules. The subject matter is classified into four units. In the first unit, we take up some basic concepts that cut across theories and research on deviance, including social control, subcultures, and careers. The second unit is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the “social facts” of deviance are determined and disseminated. Case studies in substantive areas are the fourth focus, addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability, and mental illness. The final unit revisits the career concept with a focus on desistance, or leaving deviance. Course objectives include the following:

Objectives of the Course

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

Required Texts (available at bookstore, amazon.com, barnesandnoble.com, etc.)

There are two basic texts for the course and supplemental readings available online in Adobe pdf format. The **Clinard and Meier** text is an old-school introduction to deviance that provides some up-to-date information on the empirical research and “social facts” relating to each of the topical substantive areas we cover. The **Adler and Adler** reader is a collection of excerpts from classic and contemporary writings on deviance, with a much heavier emphasis on the social construction of deviance. Many of the **supplementary** readings will come from my original work on topics such as political deviance, sexual harassment, and workplace deviance.

- Adler, Patricia A., and Peter Adler. 2006. *Constructions of Deviance: Social Power, Context, and Interaction, 5th Edition*. Belmont, CA: Wadsworth.
- Best, Joel. 2004. *Deviance: Career of a Concept*. Belmont, CA: Wadsworth.
- Clinard, Marshall B., and Robert F. Meier. 2004. *Sociology of Deviant Behavior, 12th Edition*. Belmont, CA: Wadsworth.
- Supplemental readings available at www.soc.umn.edu/~uggen/4111

Course Requirements

- 10% Active class participation. Come to lecture prepared to discuss the day’s readings.
- 10% Short Exercises. Group discussion write-ups and short individual assignments.

- 25% Midterm examination. The extent and distribution of delinquency, sociological theories of delinquency, and their application to particular scenarios.
- 25% Working Paper. Uggen's paper assignment or an article-length research paper or grant proposal on a topic negotiated with the professor and teaching assistant.
- 30% Final examination. This exam is cumulative, but focuses heavily on the substantive areas of deviance discussed after the midterm exam.

Course Policies and Friendly Reminders

- Late Assignments/Missed Exams. Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work will be penalized 10% per day. Please document any family or medical emergency and notify the professor or TA before class (email preferred).
- 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/4111
- 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 or twice is likely to compromise your participation grade.
- Reading. This is a *reading-intensive* upper-division course. You should read and understand about 100 pages weekly (*before* the appropriate lecture). The readings are not typically repeated in lecture and the lectures are not duplicated in the readings.
- Offensive Material. The sociology of deviance encompasses behaviors ranging from minor deviance to severe crime. In learning about deviance in this course, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course materials.
- Plagiarism/Academic Misconduct. You do not need to cheat. You do not want to cheat. Bad things will happen if you cheat. Do not cheat.
- Teaching Philosophy and Department Policies (attached).

TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS

Readings listed below lecture topics should be completed prior to lecture

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

Week 1 Welcome! Defining Deviance

9/5 T - Lecture: *Welcome! Social Facts and Social Constructions*

9/7 R - Lecture: *Defining Deviance (readings on next page)*

Read Clinard and Meier: 1. The Nature and Meaning of Deviance? pp. 1-27

Read Adler & Adler: 1. Introduction, pp. 1-11

Read Adler & Adler: 1. Erikson, On the Sociology of Deviance pp. 13-20

Read Adler & Adler: 2. Tittle and Paternoster, A Typology of Deviance pp. 21-31

Recommended Best: pp. ix-xi.

Week 2 Social Controls and Deviant Careers

9/12 T - Lecture: *Criminology, Deviance, and the Hobbesian Problem of Order*

Read Clinard and Meier: 2. Deviant Events and Social Control pp. 28-50

Read Adler & Adler: 3. Heckert, Positive Deviance pp. 32-44

Recommended: Uggen. Criminology and the Sociology of Deviance. *The Criminologist* 28:1-5. Available at www.soc.umn.edu/~uggen/4111 [pdf file]

*9/14 R - Lecture: *Introduction to Deviant Careers (of people, firms, nations...)* (5 min. video: *Bowling for Columbine*)

Read Clinard and Meier: 3. Becoming Deviant pp. 51-67

Read Adler & Adler: 18. Anderson, The Police and the Black Male pp. 185-196

Read Adler & Adler: 10. Best, The Constructionist Stance pp. 92-95

Read Adler & Adler: X. Phases of the Deviant Career pp. 455-457

Week 3 Subcultures and Power

9/19 T - Lecture: *Subcultures, Power, and "Unconventional Sentimentality"* (5 min. video: *The Wall*)

Read Adler & Adler: 17. Chambliss, Saints and Roughnecks pp. 171-184

Read Adler & Adler: 39. Sanchez-Jankowski, Joining a Gang pp. 459-480

Read Adler and Adler: 30. Fox, Real Punks and Pretenders pp. 345-360

Read Adler & Adler: VIII. Social Organization of Deviance pp. 335-336

PART II: THEORIES OF DEVIANCE AND SOCIETAL REACTION

9/21 R - Lecture: *Individualistic versus Sociological Theories* (4 min. video: *Matrix*)

Read Clinard and Meier: 3. Becoming Deviant pp. 67-83

Read Adler & Adler: II. Theories of Deviance, pp. 45-56

Read Adler & Adler: 34. Lowery and Wetli, Sexual Asphyxia pp. 399-408

Read Adler & Adler: 29. Adler & Adler, Self-Injurers as Loners, pp. 337-344

Week 4 Structural Theories of Deviance

9/26 T - Lecture: *Functionalism & Anomie Theories* (5 min. video: *Bullworth*)

Read Clinard and Meier: 4. Structural Perspectives pp. 84-92

Read Adler & Adler: 4. Durkheim, The Normal and the Pathological pp. 57-61

Read Adler & Adler: 5. Merton, Social Structure and Anomie pp. 62-68

Read Best: 1. Discovering Deviance, pp. 1-14

9/28 R - Lecture: *Conflict and Threat Theories* (focus on *rule-making*)

Read Clinard and Meier: 4. Structural Perspectives pp. 92-102

Read Adler & Adler: 9. Quinney, Conflict Theory of Crime pp. 86-91

Read Angela Behrens, Christopher Uggen, and Jeff Manza. 2003. "Ballot Manipulation and the 'Menace of Negro Domination': Racial Threat and Felon Disenfranchisement in the United States, 1850-2002." *American Journal of Sociology* 109:559-605. [Note: Don't worry if you do not understand all the fancy statistics] Available at www.soc.umn.edu/~uggen/4111 [pdf file]

Week 5 Labeling, Learning, and Control Theories of Deviance

10/3 T - Lecture: *Labeling Theory and Moral Entrepreneurs (4 min. video: Gattaca)*
Read Clinard and Meier: 5. Labeling, Control, and Learning Theories pp. 103-112
Read Adler & Adler: 7. Becker, Labeling Theory pp. 72-76
Read Adler & Adler: 15. Tuggle and Holmes, Blowing Smoke pp. 151-161
Read Best: 2. Rise of Labeling, pp. 15-32

10/5 R - Lecture: *Social Control, Differential Association, and Learning Theories*
Read Clinard and Meier: 5. Control, and Learning Theories pp. 112-127
Read Adler & Adler: 8. Hirschi, Control Theory pp. 77-85
Read Adler & Adler: 6. Sutherland and Cressey, Differential Association pp. 69-71
Read Best: 3. Labeling under Attack, pp. 33-51

PART III: LEARNING THE "SOCIAL FACTS" OF DEVIANCE

Week 6 Methodology - How We Learn the "Social Facts" of Deviance

10/10 T - Lecture: *Government/Official Statistics (example: EEOC and sexual harassment) and Surveys (example: Monitoring the Future and substance use)*

Read Adler & Adler: III. Studying Deviance pp. 97-100
Read Adler & Adler: 11. Besharov and Laumann, Child Abuse Reporting pp. 101-107
Read Adler & Adler: 12. Laumann et al., Survey of Sexual Behavior pp. 108-117
Check <http://www.eeoc.gov/stats/harass.html>
Check <http://monitoringthefuture.org/purpose.html>

10/12 R - Lecture: *Participant Observation, Interviews and other Qualitative Approaches (example: intensive interviews on sexual harassment and crime)*

Read Adler & Adler: 13. Adler, Researching Dealers and Smugglers pp. 118-133
Read Adler & Adler: 31. Miller, Young Women in Gangs pp. 361-374
Read Best: 4. Labeling's Legacy pp. 53-70.

PART IV. CASE STUDIES IN SUBSTANTIVE AREAS

Week 7 Review and Exam

10/17 T - Review Session

Read Best: 5. Revival of Criminology & Neglect of Deviance pp. 71-87.

10/21 R - Midterm Examination covering material through 10/13

Week 8 Crime

10/24 T - Lecture: *Crimes of Violence (7 min. video: Fight Club)*

Read Clinard and Meier: 6. Crimes of Interpersonal Violence pp. 129-170
Read Adler & Adler, VI. Accounts pp. 259-260 & 24. Scully and Marolla, Rapists pp. 261-276.
Read Adler & Adler: 37. Yancey Martin and Hummer, Fraternity Rape pp. 430-444.

10/26 R - Lecture: *Property, Politics, Power*

Read Clinard and Meier: 7. Nonviolent Crime pp. 172-200
Read Adler & Adler: 33. Mathews and Kauzlarich, Crash of ValuJet 592 pp. 388-396
Read Adler & Adler: 32. Godson and Olson, Organized Crime, pp. 375-387

Week 9 Sexuality and Deviance

*10/31 T - Lecture: *Heteronormativity and Sexual Norms in the U.S. (5 min. video: Boys Don't Cry)*

Read: Clinard and Meier: 14. Homosexuality and Homophobia pp. 486-542
Read: Adler & Adler: 19. Homophobia and Women's Sport pp. 197-208
Read: Adler & Adler: 40. Yip, Gay Male Christian Couples pp. 481-495
Read: Adler & Adler: 25. Thomson, Marolla, & Bromley, Catholic Priests pp. 277-288

*11/2 R - Lecture: *Sexual Deviance*

Read: Clinard and Meier: 11. Sexual Deviance pp. 355-404
Read: Adler & Adler: 22. Weinberg, Williams, & Pryor, Bisexuality pp. 236-246
Read: Adler & Adler: 26. Lee & Craft, Self & Stigmatized Disease pp. 293-303

Week 10 Finish Sexuality and Introduce Substance Use

11/7 T - Working Papers Due

T - Lecture: *Sexual Harassment, "Cooperation," and Sex Work*

Read: Adler & Adler: 35. Williamson & Cluse-Tolar, Pimp-Controlled Prostitution pp. 409-419
Read: Adler & Adler: 36. Pasko, Stripping as Confidence Game pp. 420-429
Read: Christopher Uggen and Amy Blackstone. 2004. "Sexual Harassment as a Gendered Expression of Power." *American Sociological Review*. Available at www.soc.umn.edu/~uggen/4111 [Again, you are not responsible for understanding the fancy statistics] [[pdf file](#)]

11/9 R - Lecture: *Drug Use, Rulemaking, and other Crime (6 min. video: Traffic or Reefer Madness)*

Read: Clinard and Meier: 9. Drug Use and Addiction pp. 245-304
Read Adler & Adler: IV. Constructing Deviance pp. 135-138
Read: Adler & Adler: 14. Reinerman, Construction of Drug Scares pp. 139-150

Week 11 Substance Use and Desistance

11/14 T - Lecture: *Focus on Alcohol Use*

Read: Clinard and Meier: 10. Drunkenness and Alcoholism pp. 305-354

11/16 R - Lecture: *Desistance - Leaving Crime*

Read Adler & Adler: 41. Career Shifts for Drug Dealers and Smugglers pp. 496-508
Read Adler & Adler: 42. Pryor, Exiting Child Molesting pp. 509-520
Read Adler & Adler: 20. Pager, The Mark of a Criminal Record pp. 209-220.

Week 12 Organizational and Occupational Deviance

11/21 Lecture: *Corporate Crime and Occupational Deviance*

Read Clinard and Meier: 8. White-Collar and Corporate Crime pp. 202-244
Read Adler & Adler: 38. Liederbach, Opportunity and Medical Crime pp. 445-454
Read Adler & Adler: 16. DeYoung, Moral Panics and Satanic Day Care pp. 162-170
Recommended Jessica Huiras, Christopher Uggen, and Barbara McMorris. 2000. "Career Jobs, Survival Jobs, and Employee Deviance: A Social Investment Model of Workplace Misconduct." *The Sociological Quarterly* 41:245-63. Available at www.soc.umn.edu/~uggen/4111 [[pdf file](#)]

11/23 R - Thanksgiving (no class)

Week 13 Disability and Stigma

11/28 T - Lecture: The "*Social Facts*" and *Theories of Suicide*

Read: Clinard and Meier: 12. Suicide, pp. 405-449

11/30 R - Lecture: *Physical Disabilities*

Read: Clinard and Meier: 13. Disabilities, pp. 451-485

Read: Adler & Adler: V. Deviant Identity pp. 221-223

Read: Adler & Adler: 21. Degher & Hughes, The "Fat" Identity, pp. 225-235

Week 14 Mental Illness

12/5 T - Lecture: *Managing Stigma*

Read: Adler & Adler: VII. Stigma Management pp. 289-291

Read: Adler & Adler: 28. Martin, Stigma Management pp. 315-333

Read: Adler & Adler: 27. Park, Stigma and Voluntarily Childless pp. 304-314

12/7 R - Lecture: *Identity Transformation and Deviant Careers in Mental Illness*

Read: Clinard and Meier: 14. Mental Disorders, pp. 544-591

Read: Adler & Adler: 23. McLorg & Taub, Anorexia and Bulimia, pp. 247-258

Week 15 Review and Exam

12/12 T Review Session

Final Exam: 1:30pm-3:30pm Wednesday, December 20, 2006



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SOCIOLOGY 4111 - DEVIANT BEHAVIOR - UGGEN

Paper Assignment - Choose one of four options Papers due 11/7/06 at beginning of class

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

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

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

Option 2. Random Acts of Kindness (A. Lewellyn Jones) [about 6 pages total]

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

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

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

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

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

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

Uggen's Teaching Goals and Philosophy

1. Respect for Students.

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

2. Procedural Justice or Fairness.

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

3. High Standards for Excellence.

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

4. Opportunities for Independent Work.

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

5. Responsiveness and Accountability.

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

6. Accessibility.

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

7. Openness to Diverse Perspectives.

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

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

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

9. Skills, Knowledge, and Attitudes.

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

COLLEGE OF LIBERAL ARTS POLICY

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

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

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. Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **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").**

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: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i. e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. Information about the make-up session is available from the front office (909 Soc Sci). Students who wish to take the exam must contact the front office early in the semester and get approval to attend the make-up session from their instructor. Any other 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.

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.

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

Undergraduate Advisor, Ann Miller, 923 Social Sciences - 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Elizabeth Boyle (through 8/05), 967 Social Sciences - 624-3343, or Penny Edgell (9/05 - 9/06), 1074 Social Sciences - 624-9828 and/or the Graduate Secretary, 931 Social Sciences - 624-2093