

# SOCIOLOGY 4090

## TERRORIST NETWORKS & COUNTERTERROR ORGANIZATIONS

SPRING 2008, TU & TH 2:30-3:45 Anderson 350

<http://www.soc.umn.edu/~knoke/courses.htm/>

### **Professor: David Knoke**

[knoke@atlas.socsci.umn.edu](mailto:knoke@atlas.socsci.umn.edu); 939 Social Sciences Bldg.; (612) 624-4300

Office Hours: Tuesdays & Thursdays 1:00-2:00; other times by appointment

### **Teaching Assistant: Hayley Cluever**

[clue0005@umn.edu](mailto:clue0005@umn.edu); 1039 Social Sciences Bldg.; (612) 624-1855

Office Hours: Thursdays 1:15-2:15; other times by appointment

## COURSE OBJECTIVES

Terror involves using violent actions to achieve political, religious, or social goals. This course undertakes a historical-comparative examination of theories and evidence about the social origins, development, and consequences of terrorist networks. It analyzes efforts to prevent, investigate, prosecute, and punish terrorists by counterterror organizations, including law enforcement, security, and military forces.

Classes consist of lectures, guest speakers from the university and community, video clips, role-playing activities, and discussions/debates about the issues raised by the reading assignments. It involves several writing assignments.

Among the topics are:

- (1) Distinguishing terror organizations and methods from similar instances of extra-state violence, such as guerilla insurgency and organized crime; relevance of political and social movement theories of collective action for explaining terrorism.
- (2) Identifying ethnic, cultural, religious, national, and international sociopolitical structural conditions that trigger, sustain, resist, and terminate terror; factors associated with successful and failed terror campaigns.
- (3) Investigating the individuals, groups, organizations, and states sponsoring and participating in terror actions - their beliefs, motives, networks, recruitment, tactics, and strategies.
- (4) Uncovering the social organization of domestic and international networks for terrorist funding, training, and operations; their ties to illegal cartels involved in drug and human trafficking.

(5) Examining governmental responses and policies to fight terrorism, with a specific focus on the 9/11 events and subsequent links to the wars in Afghanistan and Iraq.

(6) Proposing policies for improving law enforcement, military, security, public health, and mass media systems to counter terror coalitions more effectively.

## READINGS

The weekly schedule below lists the reading assignments, typically two required and two supplementary articles per week. Students should read each week's required articles before attending classes, because the lectures, discussions, and writing assignments require your familiarity with them. Articles are available for downloading from the UM library Electronic Reserves:

< <http://eres.lib.umn.edu/eres/coursepage.aspx?cid=61> >

Login using your x.500 email username and password (which will be given during the first class meeting); then search for the course or instructor's name to locate the specific items you want to view. You can read the articles on your computer screen, or print them if you prefer.

## WRITING ASSIGNMENTS

This course has no examinations. The writing for this course involves three shorter writing assignments (each 1,000 words maximum, approximately four pages), and one course paper due at the last class meeting (2,500 words maximum, approximately 10 pages). All assignments are due at the end of class on the dates listed below. Any assignment turned in late will be penalized one point for each day or partial day late until all the available points for that assignment have evaporated. For assistance in developing their writing skills, students may use the Center for Writing services; see <<http://cisw.cla.umn.edu/wsn.htm>>.

For the **course paper**, students will choose individual topics, which include but not limited to: (a) critical analysis of a theory about terrorism or counterterrorism; (b) critical case study of a terrorist or counterterrorist network or organization (must be more than a historical or journalistic account); (c) a depth interview with an informant about a counterterrorist, security, or preparedness organization; (d) preparation of a research proposal to investigate some issue in terrorism or counterterrorism; (e) an extended review of an analytic book(s) (not a popular or journalistic account); obtain instructor approval for the specific volume(s). If you have another idea for a course paper, see or email me to discuss its acceptability.

By **Tuesday March 4**, each student will **email a paragraph describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

***All assignments must be printed, double-spaced, using 12-POINT Times New Roman font, with 1-inch margins all around, and PAGINATED. Include your name & the word count.***

## COURSE GRADE

The success of this course depends on students' regular class attendance and frequent participation in group activities and discussions. Rather than grading individual student participation, and to encourage consistent class attendance, we will keep an attendance list. **Any student with more than four unexcused absences cannot obtain a course grade higher than B+.**

**No course incompletes will be given without a written explanation from a medical authority.**

A student's course grade is determined according to a point system:

3 shorter writing assignments (20 points each)	60
1 course paper (40 points)	40
Total course grade	100

The following numerical ranges translate point totals into course letter grades: A+ = 96-100; A = 93-95; A- = 90-92; B+ = 86-89; B = 83-85; B- = 80-82; C+ = 76-79; C = 73-75; C- = 70-72; D+ = 66-69; D = 63-65; D- = 60-62; F = 59 and lower.

## SCHOLASTIC DISHONESTY

By becoming a student at the University of Minnesota, you have agreed to abide by the University's code of conduct, including its provisions on scholastic dishonesty. I take this obligation very seriously. **Depending on the severity of a scholastic dishonesty, I will award a grade of F for the entire assignment or the entire course, as well as pursuing disciplinary action with University authorities.** Here is the relevant University policy:

<p style="text-align: center;"><b>From UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY <u>STUDENT CONDUCT</u></b></p> <p>Section IV. CONDUCT CODE The following are defined as disciplinary offenses actionable by the University:</p> <p>Subd. 1. Scholastic Dishonesty. Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.</p> <p style="text-align: center;"><a href="http://www1.umn.edu/regents/policies/academic/StudentConduct.html">http://www1.umn.edu/regents/policies/academic/StudentConduct.html</a></p>
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**Plagiarism** is the most relevant issue for this intensive writing class. Webster's Ninth Collegiate Dictionary (1987:898) defines the verb *plagiarize* as "to steal or pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source." We will discuss plagiarism in class, emphasizing proper procedures for quoting, citing, and referencing another author's ideas and published writing (including Web pages). You are encouraged to discuss your

ideas for course papers with classmates, friends, teaching assistant, and me, but ultimately you must do the actual writing and attribute all ideas and words that are not your own to their original sources -- including verbal personal communications. If you are ever uncertain about correct acknowledgement, quotation, paraphrase, citation, or reference procedures in using others' works and words, please check with the instructor.

**COLLEGE & DEPARTMENT POLICIES:** See attachment at the end.

*This material is available in alternative formats upon request. Please contact the Department of Sociology, 909 Social Sciences (612) 624-4300.*

## WEEKLY TOPICS SPRING 2008

WEEK	TOPICS, FILMS & READINGS
	<p>*** For each class meeting, the first listed reading is required and the second listed reading is supplementary ***</p>
<b>Week 1</b> <b>Jan 22</b>	<p><b>DEFINITIONS of TERRORISM</b></p> <p>Ruby, Charles L. 2002. "The Definition of Terrorism." <i>Analyses of Social Issues and Public Policy</i> 2:9-14.</p> <p>Butko, Thomas. 2006. "Terrorism Redefined." <i>Peace Review</i> 18:145-151.</p>
<b>Jan 24</b>	<p><b>VARIETIES OF ORGANIZED VIOLENCE</b></p> <p>Tilly, Charles. 2004. "Terror, Terrorism, Terrorists." <i>Sociological Theory</i> 22:5-13.</p> <p>Duyvesteyn, Isabelle. 2004. "How New Is the New Terrorism?" <i>Studies in Conflict &amp; Terrorism</i> 27:439-454.</p>
<b>Week 2</b> <b>Jan 29</b>	<p><b>DIVERSE THEORIES OF TERRORISM</b></p> <p><b>Film: Terrorism - A World in Shadows [Red Brigades]</b></p> <p>Newman, Edward. 2006. "Exploring the 'Root Causes' of Terrorism." <i>Studies in Conflict &amp; Terrorism</i> 29:749-772.</p> <p>Post, Jerrold M., Keven G. Ruby and Eric D. Shaw. 2002a. "The Radical Group in Context: 1. An Integrated Framework for the Analysis of Group Risk for Terrorism." <i>Studies in Conflict and Terrorism</i> 25:73-100.</p> <p>Post, Jerrold M., Keven G. Ruby and Eric D. Shaw. 2002b. "The Radical Group in Context: 2. Identification of Critical Elements in the Analysis of Risk for Terrorism by Radical Group Type." <i>Studies in Conflict and Terrorism</i> 25:101-126.</p>
<b>Jan 31</b>	<p><b>RATIONAL CHOICE THEORIES</b></p> <p>McCormick, Gordon H. 2003. "Terrorist Decision Making." <i>Annual Review of Political Science</i> (6):473-507.</p> <p>Kuznar, Lawrence A. 2007. "Rationality Wars and the War on Terror: Explaining Terrorism and Social Unrest." <i>American Anthropologist</i> 109:318-329.</p>

<p><b>Week 3</b> <b>Feb 5</b></p>	<p><b>PSYCHOLOGICAL THEORIES</b> <b>Film: Suicide Killers</b></p> <p>Lester, David, Bijou Yang and Mark Lindsay. 2004. "Suicide Bombers: Are Psychological Profiles Possible?" <i>Studies in Conflict &amp; Terrorism</i> 27:283-295.</p> <p>Maikovich, Andrea K. 2005. "A New Understanding of Terrorism Using Cognitive Dissonance Principles." <i>Journal for the Theory of Social Behaviour</i> 35(4):373-397.</p>
<p><b>Feb 7</b></p>	<p><b>RELIGIOUS &amp; CULTURAL THEORIES</b></p> <p>Silberman, Israela, E. T. Higgins and Carol S. Dweck. 2005. "Religion and World Change: Violence and Terrorism versus Peace." <i>Journal of Social Issues</i> 61(4):761-784.</p> <p>Schbley, Ayla H. 2006. "Toward a Common Profile of Religious Terrorism: Some Psychosocial Determinants of Christian and Islamic Terrorists." <i>Police Practice and Research</i> 7(4):275-292.</p>
<p><b>Week 4</b> <b>Feb 12</b></p>	<p><b>POLITICAL THEORIES</b> <b>Film: In the Name of the Father</b></p> <p>Callaway, Rhonda L. and Julie Harrelson-Stephens. 2006. "Toward a Theory of Terrorism: Human Security as a Determinant of Terrorism." <i>Studies in Conflict &amp; Terrorism</i> 29:773-796.</p> <p>Flanigan, Shawn T. 2006. "Charity as Resistance: Connections between Charity, Contentious Politics, and Terror." <i>Studies in Conflict &amp; Terrorism</i> 29:641-655.</p>
<p><b>Feb 14</b></p>	<p><b>CRIMINOLOGICAL THEORIES</b></p> <p>Dishman, Chris. 2005. "The Leaderless Nexus: When Crime and Terror Converge." <i>Studies in Conflict &amp; Terrorism</i> 28:237-252.</p> <p>Shelly, Louise I. and John T. Picarelli. 2005. "Methods and Motives: Exploring Links between Transitional Organized Crime and International Terrorism." <i>Trends in Organized Crime</i> 9(2):52-67.</p>

<p><b>Week 5</b> <b>Feb 19</b></p>	<p><b>SOCIOLOGICAL THEORIES</b> <b>THURSDAY FEB 21: WRITING ASSIGNMENT #1 DUE</b></p> <p>Black, Donald. 2004. "The Geometry of Terrorism." <i>Sociological Theory</i> 22:14-25.</p> <p>Turk, Austin T. 2004. "Sociology of Terrorism." <i>Annual Review of Sociology</i> 30:271-286.</p>
<p><b>Feb 21</b></p>	<p><b>SOCIAL NETWORK THEORIES</b> <b>Film: Chasing the Sleeper Cell</b></p> <p>Asal, Victor, Brian Nussbaum and D. W. Harrington. 2007. "Terrorism as Transnational Advocacy: An Organizational and Tactical Examination." <i>Studies in Conflict &amp; Terrorism</i> 30:15-39.</p> <p>Koschade, Stuart. 2006. "A Social Network Analysis of Jemaah Islamiyah: The Applications to Counterterrorism and Intelligence." <i>Studies in Conflict &amp; Terrorism</i> 29:589-605.</p>
<p><b>Week 6</b> <b>Feb 26</b></p>	<p><b>HISTORICAL WAVES OF TERROR</b> <b>Film: The Weather Underground</b></p> <p>Bergesen, Albert J. and Yi Han. 2005. "New Directions for Terrorism Research." <i>International Journal of Comparative Sociology</i> 46(1-2):133-151.</p> <p>Sedgwick, Mark. 2007. "Inspiration and the Origins of Global Waves of Terrorism." <i>Studies in Conflict &amp; Terrorism</i> 30:97-112.</p>
<p><b>Feb 28</b></p>	<p><b>AMERICAN TERRORISM</b> <b>Film: Terrorism - A World in Shadows [White Supremacists]</b></p> <p>Sharpe, Tanya T. 2000. "The Identity Christian Movement: Ideology of Domestic Terrorism." <i>Journal of Black Studies</i> 30(4):604-623.</p> <p>Vanderheiden, Steve. 2005. "Eco-Terrorism or Justified Resistance? Radical Environmentalism and the "War on Terror"." <i>Politics and Society</i> 33(3):425-447.</p>
<p><b>Week 7</b> <b>Mar 4</b></p>	<p><b>RADICAL ISLAMIC IDEOLOGIES</b> <b>TUESDAY MAR 4: SUBMIT PARAGRAPH DESCRIBING YOUR COURSE PAPER</b> <b>Film: Brotherhood of Terror</b></p> <p>Wiktorowicz, Quintan and Karl Kaltenthaler. 2006. "The Rationality of Radical Islam." <i>Political Science Quarterly</i> 121:295-319.</p>

	Eikmeier, Dale C. 2007. "Qutbism: An Ideology of Islamic-Fascism." <i>Parameters</i> 37:85-97.
<b>Mar 6</b>	<p><b>ISRAEL vs. HAMAS</b></p> <p><b>MID-TERM STUDENT COURSE EVALUATIONS</b></p> <p><b>Film: Hamas Behind the Mask</b></p> <p>Luft, Gal. 2003. "The Logic of Israel's Targeted Killing." <i>Middle East Quarterly</i> 10: 3-13.</p> <p>Knudsen, Are. 2005. "Crescent and Sword: The Hamas Enigma." <i>Third World Quarterly</i> 26:1373-1388.</p>
<b>Week 8 Mar 11</b>	<p><b>AL-QAEDA NETWORKS</b></p> <p>Jackson, Brian A. 2006. "Groups, Networks, or Movements: A Command-and-Control-Driven Approach to Classifying Terrorist Organizations and Its Application to Al Qaeda." <i>Studies in Conflict &amp; Terrorism</i> 29:241-262.</p> <p>Krebs, Valdis E. 2002. "Uncloaking Terrorist Networks." <i>First Monday</i> 7(4). &lt;<a href="http://www.firstmonday.org/issues/issue7_4/krebs/index.html">http://www.firstmonday.org/issues/issue7_4/krebs/index.html</a> &gt;</p>
<b>Mar 13</b>	<p><b>AL-QAEDA TODAY &amp; TOMORROW</b></p> <p><b>THURSDAY MAR 13: WRITING ASSIGNMENT #2 DUE</b></p> <p><b>Film: In Search of Al Qaeda</b></p> <p>Fair, C. Christine. 2004. "Militant Recruitment in Pakistan: Implications for Al Qaeda and Other Organizations." <i>Studies in Conflict &amp; Terrorism</i> 27:489-504.</p> <p>Kirby, Aidan. 2007. "The London Bombers as "Self-Starters": A Case Study in Indigenous Radicalization and the Emergence of Autonomous Cliques." <i>Studies in Conflict &amp; Terrorism</i> 30:415-428.</p>
<b>Mar 17-21</b>	<b>SPRING BREAK!</b>
<b>Week 9 Mar 25</b>	<p><b>THE WAR ON TERROR</b></p> <p>Howard, Michael. 2006. "A Long War?" <i>Survival</i> 48(4):7-14.</p> <p>Foxell, Joseph W., Jr. 2005. "In Defense of the Bush Administration's 'War on Terror'." <i>American Foreign Policy Interests</i> 27(2):125-136.</p>

<p><b>Mar 27</b></p>	<p><b>MILITARY RESPONSES</b></p> <p>Jones, Seth G. 2007. "Fighting Networked Terrorist Groups: Lessons from Israel." <i>Studies in Conflict and Terrorism</i> 30:281-302.</p> <p>Bergen, Peter and Alec Reynolds. 2005. "Blowback Revisited: Today's Insurgents in Iraq Are Tomorrow's Terrorists." <i>Foreign Affairs</i> 84(6):2-6.</p>
<p><b>Week 10</b> <b>April 1</b></p>	<p><b>INTELLIGENCE AGENCIES</b> <b>Film: The Enemy Within</b></p> <p>Naftali, Timothy. 2005. "Blind Spots and 9/11." Pp. 311-326 in <i>Blind Spot: The Secret History of American Counterterrorism</i>. New York: Perseus Books.</p> <p>Atran, Scott. 2006. "A Failure of Imagination (Intelligence, WMDs, and 'Virtual Jihad')." <i>Studies in Conflict &amp; Terrorism</i> 29:285-300.</p>
<p><b>April 3</b></p>	<p><b>INTERNATIONAL COUNTERTERROR</b> <b>GUEST: Prof. JOHN FREEMAN, UM Political Science Dept.</b></p> <p>Bensahel, Nora. 2006. "A Coalition of Coalitions: International Cooperation Against Terrorism." <i>Studies in Conflict &amp; Terrorism</i> 29:35-49.</p> <p>Reveron, Derek S. 2006. "Old Allies, New Friends: Intelligence-sharing in the War on Terror." <i>Orbis</i> 50:453-468.</p>
<p><b>Week 11</b> <b>April 8</b></p>	<p><b>THE JACK BAUER EFFECT: INTERROGRATION or TORTURE?</b> <b>Film: 24 Season #2</b> <b>Film: Extraordinary Rendition</b></p> <p>Hooks, Gregory and Clayton Mosher. 2005. "Outrages Against Personal Dignity: Rationalizing Abuse and Torture in the War on Terror." <i>Social Forces</i> 83(4):1627-1646.</p> <p>Wolfendale, Jessica. 2006. "Training Torturers: A Critique of the "Ticking Bomb" Argument." <i>Social Theory and Practice</i> 32:269-287.</p>
<p><b>April 10</b></p>	<p><b>PATRIOT ACT &amp; DOMESTIC SURVEILLANCE</b> <b>THURSDAY APR 10: WRITING ASSIGNMENT #3 DUE</b> <b>Film: Unconstitutional - The War on Our Civil Liberties</b></p> <p>Haggerty, Kevin D. and Amber Gazso. 2005. "Seeing beyond the Ruins: Surveillance As a Response to Terrorist Threats." <i>Canadian Journal of</i></p>

	<p><i>Sociology/Cahiers Canadiens De Sociologie</i> 30(2):169-187.</p> <p>Wolfendale, Jessica. 2007. "Terrorism, Security, and the Threat of Counterterrorism." <i>Studies in Conflict and Terrorism</i> 30:75-92.</p>
<p><b>Week 12</b> <b>April 15</b></p>	<p><b>TERROR &amp; INTERNATIONAL LAW</b>  <b>GUEST: Prof. JOACHIM SALEVLSBERG, UM Sociology Dept.</b>  <b>Film: The Road to Guantanamo</b></p> <p>Chadwick, Elizabeth. 2003. "It's War, Jim, but Not as We Know It: A 'Reality-Check' for International Laws of War?" <i>Crime, Law and Social Change</i> 39(3):233-262.</p> <p>Deflem, Mathieu. 2006. "Global Rule of Law or Global Rule of Law Enforcement? International Police Cooperation and Counter-Terrorism." <i>Annals of the American Academy of Political and Social Science</i> 603:240-251.</p>
<p><b>April 17</b></p>	<p><b>FINANCIAL COUNTERTERROR</b>  <b>Film: Spying on the Home Front</b></p> <p>Basile, Mark. 2004. "Going to the Source: Why Al Qaeda's Financial Network Is Likely to Withstand the Current War on Terrorist Financing." <i>Studies in Conflict &amp; Terrorism</i> 27:169-185.</p> <p>Dolan, Chris J. 2005. "United States' Narco-Terrorism Policy: A Contingency Approach to the Convergence of the Wars on Drugs and against Terrorism." <i>Review of Policy Research</i> 22:451-471.</p>
<p><b>Week 13</b> <b>April 22</b></p>	<p><b>CYBERTERROR</b>  <b>Film: Cyber War!</b>  <b>GUEST: FBI SPEAKER</b></p> <p>Goodman, Seymour E., Jessica C. Kirk and Megan H. Kirk. 2007. "Cyberspace as a Medium for Terrorists." <i>Technological Forecasting and Social Change</i> 74(2):193-210.</p> <p>Stohi, Michael. 2006. "Cyber Terrorism: A Clear and Present Danger, the Sum of All Fears, Breaking Point or Patriot Games?" <i>Crime, Law and Social Change</i> 46(4-5):223-238.</p>

<p><b>April 24</b></p>	<p><b>POLICING TERROR</b></p> <p>Pelfrey, William V., Jr. 2007. "Local Law Enforcement Terrorism Prevention Efforts: A State Level Case Study." <i>Journal of Criminal Justice</i> 35(3):313-321.</p> <p>Innes, Martin. 2006. "Policing Uncertainty: Countering Terror through Community Intelligence and Democratic Policing." <i>Annals of the American Academy of Political and Social Science</i> 605(1):222-241.</p>
<p><b>Week 14 April 29</b></p>	<p><b>SECURING THE HOMELAND</b></p> <p>Eisinger, Peter. 2006. "Imperfect Federalism: The Intergovernmental Partnership for Homeland Security." <i>Public Administration Review</i> 66:537-545.</p> <p>Schroer, Gregory R. 2004. "Doomed to Repeat the Past: How the TSA is Picking Up Where the FAA Left Off" <i>Transportation Law Journal</i> 32:73-93.</p>
<p><b>May 1</b></p>	<p><b>RISKING DISASTER</b></p> <p>Ericson, Richard V. and Aaron Doyle. 2004. "Catastrophe Risk, Insurance and Terrorism." <i>Economy and Society</i> 33(2):135-173.</p> <p>Chalk, P. 2007. "Trends in Transnational Terrorism and Implications for U.S. National Security and U.S. Terrorism Risk Insurance Act." <i>Studies in Conflict and Terrorism</i> 30(9):767-776.</p>
<p><b>Week 15 May 6</b></p>	<p><b>NUCLEAR NIGHTMARES</b></p> <p>Hynes, Michael V., John E. Peters and Joel Kvitky. 2006. "Denying Armageddon: Preventing Terrorist Use of Nuclear Weapons." <i>Annals of the American Academy of Political and Social Science</i> 607(1):150-161.</p> <p>Bunn, Matthew and Anthony Wier. 2006. "Terrorist Nuclear Weapon Construction: How Difficult?" <i>Annals of the American Academy of Political and Social Science</i> 607(1):133-149.</p>
<p><b>May 8</b></p>	<p><b>THE FUTURES OF TERROR</b></p> <p><b>THURSDAY MAY 8: COURSE PAPER DUE</b> <b>LAST CLASS: FINAL STUDENT COURSE EVALUATIONS</b></p> <p>Walton, C. D. 2007. "Not Only Islamism: Great Power Politics and the Future of Terrorism." <i>Comparative Strategy</i> 26:21-37.</p> <p>Hanson, Robin D. 2006. "Designing Real Terrorism Futures." <i>Public Choice</i></p>

	128(1-2):257-274.
May 10-17	NO FINAL EXAM!

## 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/cqep/>).

**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/cqep/>).

**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 Penny Edgell, 1074 Social Sciences – 624-9828 and/or Robert Fox, Graduate Program Associate, 931 Social Sciences - 624-2093**