

# **SOCIOLOGY 4411**

## **TERRORIST NETWORKS & COUNTERTERROR ORGANIZATIONS**

**FALL 2019, MON & WED 12:45-2:00 Anderson 230**

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

### **Professor: David Knoke**

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Office Hours: Mondays & Wednesdays 2:15-3:00; other times by appointment

### **Teaching Assistant: Kyungmin Baek**

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## **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 for STANDARD OPTION

This course has no examinations. Students taking the course under the standard option have three shorter writing assignments (each 750 words maximum, approximately three pages), and one course paper due at the last class meeting (2,000 words maximum, approximately 8 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 consult the Center for Writing: <<http://writing.umn.edu/sws/index.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 **Wednesday October 20**, each student will **email a paragraph to the instructor describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

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

## **WRITING ASSIGNMENTS for MAJOR PROJECT OPTION**

Students registered in the course for the sociology major project must also complete the three shorter writing assignments (each 750 words maximum, approximately three pages). In place of the course paper, they will write a major project paper of 20-30 pages (5,000-7,500 words maximum). See the preceding section for suggested topics. By **Wednesday October 20**, each student in the major project option will **email a paragraph to the instructor describing** the intended major project paper topic. This description is ungraded, but the instructor will provide written feedback.

***All assignments must be double-spaced, using 12-POINT Times New Roman font, with 1-inch margins all around, and PAGINATED. Include your name, student ID#, & 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:

	<b>STANDARD OPTION</b>	<b>MAJOR OPTION</b>
3 shorter writing assignments (20 points each)	60	60
1 Regular course paper (40 points)	40	--
1 Major paper (40 points)	--	40
Total course grade	100	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 student conduct code, including these provisions on scholastic dishonesty:

**From UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS POLICY  
STUDENT CONDUCT CODE**

**Section V. DISCIPLINARY OFFENSES**

**Subd. 1. Scholastic Dishonesty.** Scholastic dishonesty mean 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.

[http://www1.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.pdf](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf)

**Plagiarism** is the most relevant issue for this 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.

**SafeAssign** Students in this course are required to submit all their assignments and papers to SafeAssign.com, WebVista's online plagiarism prevention service. It enables the instructor to check for text similarities against a variety of databases, archived web pages, "paper mills," Internet literature, and previously submitted student papers. Specific procedures will be described in class before the first assignment is due.

**COLLEGE & DEPARTMENT POLICIES:** See pages at the end of this document.

*This material is available in alternative formats upon request. Please contact Ann Miller, Department of Sociology, 923 Social Sciences (612) 624-4300.*

## WEEKLY TOPICS FALL 2010

<b>WEEK</b>	<b>TOPICS, FILMS &amp; READINGS</b> *** For each class meeting, the first listed reading is required and the second listed reading is supplementary ***
<b>Week 1 Sept 8</b>	<p style="text-align: center;"><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>Ganor, Boaz. 2008. "An Objective Definition of Terrorism: As a Crucial Tool for a New International Counterterrorism Architecture." <i>Journal of Counterterrorism &amp; Homeland Security International</i> 14(2):18-20.</p>
<b>Week 2 Sept 13</b>	<p style="text-align: center;"><b>VARIETIES OF ORGANIZED VIOLENCE</b></p> <p>Tilly, Charles. 2004. "Terror, Terrorism, Terrorists." <i>Sociological Theory</i> 22:5-13.</p> <p>Richmond, Oliver P. 2003. "Realizing Hegemony? Symbolic Terrorism and the Roots of Conflict." <i>Studies in Conflict and Terrorism</i> 26:289-309.</p>
<b>Sept 15</b>	<p style="text-align: center;"><b>DIVERSE THEORIES OF TERRORISM</b></p> <p style="text-align: center;"><b>Film: Terrorism - A World in Shadows [Red Brigades] (2005)</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>
<b>Week 3 Sept 20</b>	<p style="text-align: center;"><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>Intriligator, Michael D. 2010. "The Economics of Terrorism." <i>Economic Inquiry</i> 48:1-13.</p>
<b>Sept 22</b>	<p style="text-align: center;"><b>PSYCHOLOGICAL THEORIES</b></p> <p style="text-align: center;"><b>Film: The Cult of the Suicide Bomber 2 (2008)</b></p> <p style="text-align: center;"><b>Film: Suicide Killers (2006)</b></p>

	<p>Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." <i>Journal of Conflict Resolution</i> 49:3-42.</p> <p>Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." <i>American Political Science Review</i> 97:343-361.</p>
<b>Week 4 Sept 27</b>	<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>Metraux, Daniel A. 1995. "Religious Terrorism In Japan: The Fatal Appeal of Aum Shinrikyo." <i>Asian Survey</i> 35:1140 -1154.</p>
<b>Sept 29</b>	<p><b>POLITICAL THEORIES</b> <b>Film: In the Name of the Father (1998)</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>Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" <i>International Studies Quarterly</i> 52(3):469-488.</p>
<b>Week 5 Oct 4</b>	<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>Mullins, Sam. 2009. "Parallels between Crime and Terrorism: A Social Psychological Perspective." <i>Studies in Conflict &amp; Terrorism</i> 32(9):811-830.</p>
<b>Oct 6</b>	<p><b>WEDNESDAY OCT 6: WRITING ASSIGNMENT #1 DUE</b> <b>SOCIOLOGICAL THEORIES</b></p> <p>Black, Donald. 2004. "The Geometry of Terrorism." <i>Sociological Theory</i> 22:14-25.</p> <p>Tosini, Domenico. 2007. "Sociology of Terrorism and Counterterrorism: A Social Science Understanding of Terrorist Threat." <i>Sociology Compass</i> 1:664-681.</p>
<b>Week 6 Oct 11</b>	<p><b>SOCIAL NETWORK THEORIES</b> <b>Film: Chasing the Sleeper Cell (2003)</b></p>

	<p>Eilstrup-Sangiovanni, Mette and Calvert Jones. 2008. "Assessing the Dangers of Illicit Networks: Why Al-Qaida may be Less Dangerous than Many Think." <i>International Security</i> 33(2):7-44.</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><b>Oct 13</b></p>	<p><b>HISTORICAL WAVES OF TERROR</b>  <b>Film: The Weather Underground (2003)</b></p> <p>Jones, Seth G. and Martin C. Libicki. 2008. "How Terrorist Groups End." Pp. 9-44 in <i>How Terrorist Groups End: Lessons for Countering al Qa'ida</i>. Santa Monica, CA: RAND Corporation.</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>Week 7</b>  <b>Oct 18</b></p>	<p><b>MID-TERM STUDENT COURSE EVALUATIONS</b>  <b>AMERICAN TERRORISM</b>  <b>Film: Terrorism - A World in Shadows [White Supremacists] (2005)</b></p> <p>Borgeson, Kevin and Robin M. Valeri. 2007. "The Enemy of My Enemy Is My Friend." <i>American Behavioral Scientist</i> 51:182-195.</p> <p>Smith, Brent L. and Kelly R. Damphousse. 2009. "Patterns of Precursor Behaviors in the Life Span of a U.S. Environmental Terrorist Group." <i>Criminology &amp; Public Policy</i> 8(3):475-496.</p>
<p><b>Oct 20</b></p>	<p><b>WEDNESDAY OCT 20: SUBMIT PARAGRAPH DESCRIBING COURSE PAPER</b>  <b>RADICAL ISLAMIC IDEOLOGIES</b>  <b>Film: Brotherhood of Terror (2005)</b></p> <p>Eikmeier, Dale C. 2007. "Qutbism: An Ideology of Islamic-Fascism." <i>Parameters</i> 37:85-97.</p> <p>Stout, Mark. 2009. "In Search of Salafi Jihadist Strategic Thought: Mining the Words of the Terrorists." <i>Studies in Conflict &amp; Terrorism</i> 32(10):876-892.</p>

<p><b>Week 8</b> <b>Oct 25</b></p>	<p><b>ISRAEL vs. HAMAS</b> <b>Film: Hamas Behind the Mask (2005)</b></p> <p>Luft, Gal. 2003. "The Logic of Israel's Targeted Killing." <i>Middle East Quarterly</i> 10:3-13.</p> <p>Frisch, Hillel. 2009. "Strategic Change in Terrorist Movements: Lessons from Hamas." <i>Studies in Conflict &amp; Terrorism</i> 32:1049-1065.</p>
<p><b>Oct 27</b></p>	<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>Gray, David H. and Erik Stockham. 2008. "Al-Qaeda in the Islamic Maghreb: The Evolution from Algerian Islamism to Transnational Terror." <i>African Journal of Political Science and International Relations</i> 2(4):91-97.</p>
<p><b>Week 9</b> <b>Nov 1</b></p>	<p><b>PAKISTAN-AFGHANISTAN BORDERLANDS</b> <b>Film: Frontline: Behind Taliban Lines (2010)</b></p> <p>Fair, C. Christine and Seth G. Jones. 2009. "Pakistan's War Within." <i>Survival</i> 51(6):161-188.</p> <p>Sude, Barbara. 2010. <i>Al-Qaeda Central: An Assessment of the Threat Posed by the Terrorist Group Headquartered on the Afghanistan-Pakistan Border</i>. Washington: New American Foundation.</p>
<p><b>Nov 3</b></p>	<p><b>WEDNESDAY NOV 3: WRITING ASSIGNMENT #2 DUE</b> <b>HOME-GROWN JIHAD</b> <b>Film: Terrorists Among Us - Jihad in America (2010)</b> <b>Film: BBC Panorama: Britain's Terror Heartland (2008)</b></p> <p>Hoffman, Bruce. 2010. "American Jihad." <i>The National Interest</i> 107:17-28.</p> <p>Vidino, Lorenzo. 2009. "Homegrown Jihadist Terrorism in the United States: A New and Occasional Phenomenon?" <i>Studies in Conflict &amp; Terrorism</i> 32:1-17.</p>



<p><b>Week 10</b> <b>Nov 8</b></p>	<p><b>THE WAR ON TERROR</b> <b>Film: Frontline: Obama's War (2009)</b></p> <p>Lake, Eli. 2010. "The 9/14 Presidency." <i>Reason</i> 42(2):24-29.</p> <p>Gregg, Heather S. 2009. "Fighting Cosmic Warriors: Lessons from the First Seven Years of the Global War on Terror." <i>Studies in Conflict &amp; Terrorism</i> 32(3):188-208.</p>
<p><b>Nov 10</b></p>	<p><b>MILITARY RESPONSES</b> <b>Film: Drones: America's New Air Force (CBS) (2009)</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>Ofek, Hillel. 2010. "The Tortured Logic of Obama's Drone War." <i>The New Atlantis</i> 27:35-44.</p>
<p><b>Week 11</b> <b>Nov 15</b></p>	<p><b>INTELLIGENCE AGENCIES</b> <b>Film: The Enemy Within (2006)</b></p> <p>De Bruijn, Hans. 2006. "One Fight, One Team: The 9/11 Commission Report on Intelligence, Fragmentation and Information." <i>Public Administration</i> 84:267-287.</p> <p>Field, Antony. 2009. "Tracking Terrorist Networks: Problems of Intelligence Sharing within the UK Intelligence Community." <i>Review of International Studies</i> 35:997-1009.</p>
<p><b>Nov 17</b></p>	<p><b>THE JACK BAUER EFFECT: INTERROGATION or TORTURE?</b> <b>Film: Extraordinary Rendition (2007)</b></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>Liese, Andrea. 2009. "Exceptional Necessity: How Liberal Democracies Contest the Prohibition of Torture and Ill-Treatment when Countering Terrorism." <i>Journal of International Law and International Relations</i> 5:17-47.</p>
<p><b>Week 12</b> <b>Nov 22</b></p>	<p><b>MONDAY NOV 24: WRITING ASSIGNMENT #3 DUE</b> <b>PATRIOT ACT &amp; DOMESTIC SURVEILLANCE</b> <b>Film: Unconstitutional - The War on Our Civil Liberties (2004)</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>Brown, Ian and Douwe Korff. 2009. "Terrorism and the Proportionality of Internet Surveillance." <i>European Journal of Criminology</i> 6(2):119-134.</p>
<b>Nov 25</b>	<b>THANKSGIVING: Eat Turkey!</b>
<b>Week 13 Nov 29</b>	<p><b>TERROR &amp; INTERNATIONAL LAW</b> <b>Film: The Road to Guantánamo (2006)</b></p> <p>Jost, Kenneth. 2010. "Prosecuting Terrorists: Should Suspected Terrorists Be Given Military or Civil Trials?" <i>CQ Researcher</i> 20(10):217-240.</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>
<b>Dec 1</b>	<p><b>FINANCIAL COUNTERTERROR</b></p> <p>Jacobson, Michael. 2010. "Terrorist Financing and the Internet." <i>Studies in Conflict &amp; Terrorism</i> 33(4):353-363.</p> <p>Wittig, Timothy. 2009. "Terrorist Finance: Asking the Right Questions." <i>Politics</i> 29(2):145-153.</p>
<b>Week 14 Dec 6</b>	<p><b>CYBERTERROR</b> <b>Film: Frontline: Cyber War! (2003)</b></p> <p>Lentz, Christopher E. 2010. "A State's Duty to Prevent and Respond to Cyberterrorist Acts." <i>Chicago Journal of International Law</i> 10:799-823.</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>
<b>Dec 8</b>	<p><b>SECURING THE HOMELAND</b></p> <p>Bali, Valentina. 2009. "Tinkering toward a National Identification System: An Experiment on Policy Attitudes." <i>Policy Studies Journal</i> 37:233-255.</p> <p>Hoffman, Bruce. 2009a. "The Capability of Emergency Departments and Emergency Medical Systems in the United States to Respond to Mass Casualty Events Resulting from Terrorist Attacks." <i>Studies in Conflict &amp; Terrorism</i> 32:60-71.</p>

<p><b>Week 15</b> <b>Dec 13</b></p>	<p><b>NUCLEAR NIGHTMARES</b> <b>Film: Dirty War (HBO) (2005)</b></p> <p>Mowatt-Larssen, Rolf. 2010. "Nightmares of Nuclear Terrorism." <i>Bulletin of the Atomic Scientists</i> 66(2):37-45.</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><b>Dec 15</b></p>	<p><b>WEDNESDAY DEC 15: COURSE PAPER DUE</b> <b>LAST CLASS: FINAL STUDENT COURSE EVALUATIONS</b> <b>THE FUTURES OF TERROR</b></p> <p>Walton, C. Dale. 2007. "Not Only Islamism: Great Power Politics and the Future of Terrorism." <i>Comparative Strategy</i> 26:21-37.</p> <p>Reed, Donald J. 2008. "Beyond the War on Terror: Into the Fifth Generation of War and Conflict." <i>Studies in Conflict &amp; Terrorism</i> 31:684-722.</p>
<p><b>DEC 16-22</b></p>	<p><b>NO FINAL EXAM!</b></p>

## 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/cgepl/>).

**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 Rausch, 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

Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093