

SOC / CRM 373: Deviant Behavior

Sociology-Anthropology Department ▪ State University of New York College at Cortland

Course Details:

Course: SOC/CRM 373
Time: 5:45 P.M. to 8:15 P.M. on Mon (Dis 02)
5:45 P.M. to 8:15 P.M. on Wed (Dis 03)
Location: Cornish Hall D304
Credit Hours: 3

Instructor:

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Office: Cornish D315
Office Hours: 8:15-9:00 PM Mon, Wed

Overview

Course Description

A critical examination of sociological theories of deviance and social control (functionalism, anomie, social disorganization, differential association, labeling, conflict and others as appropriate) and their application to behavior that elicits social disapproval.

Class Format

The class is primarily lecture-driven, however several required student activities will be part of the course. Students are expected to engage in regular discussion, and be active and involved participants in the learning process. Most lectures will focus on the material presented in the test, offering clarification and more in-depth analysis; however others may involve new material, and/or guest speakers. Lecture time will also include the use of video, visuals and PowerPoint presentations.

Course Requirements & Evaluation of Student Performance

Course Textbooks

- **Required Texts:**
Deviant Behavior: Crime, Conflict, and Interest Groups (Charles H. McCaghy et al)
Readings in Deviant Behavior (Alex Thio & Thomas C. Calhoun)
- **Reserve Readings:**
Reserve readings are noted in the class schedule (attached) and are available online via WebCT or through the libraries.

Internet Access

In addition to accessing assigned readings, visiting WebCT provides you with additional relevant materials including PowerPoint downloads, short video clips and notes. These materials can significantly enhance the course and your understanding of deviant behavior.

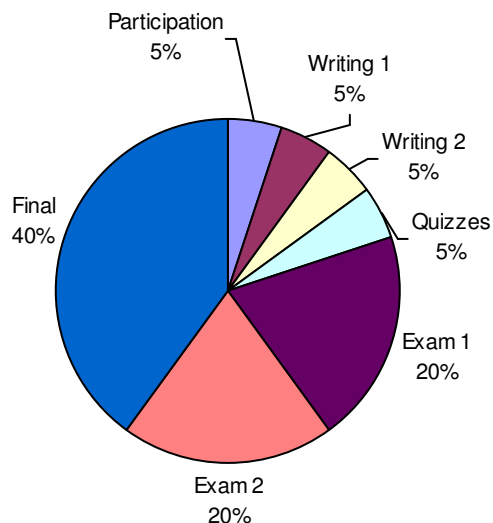
Students unfamiliar with the web, web browsers or online technology should *feel free to visit me* for instructions and tutorials if you wish to take advantage of online material. I'll give a brief tutorial in class during the course introduction as well.

Exams: The class will consist of three exams. The first exam is worth 20%, the second exam is 20% of your final, and the third is 40% of your final grade. The final exam is the most substantial, and has cumulative elements. Study guides will be made available prior to each exam. *Students are responsible for all assigned readings, which may appear on the exam.*

Quizzes: To encourage reading and class participation, a number of *unannounced quizzes* will occur. The quizzes will total at least THREE (3), with the scores evenly averaged and applied as a weighted element of your grade. The time of the quizzes, the day of the quizzes and the material within them is at my discretion. The quizzes will relate to current material, which may include specifics of the class on the given day. (5% of total grade)

Writing Assignments: Two writing assignments, each making up 5% of your grade, will be given over the course of the semester. Writing assignments require you to apply, or give your impression of, a relevant course subject. There is no final paper in this class.

Participation: Participation, based mostly on attendance, with class discussion factored in, will round off the final 5% of your grade. *Please be in attendance, and be attentive, to receive full credit for participation.*



Grading Scale (%)

- A+ 97-100.9
- A 93-96.9
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 63-66.9
- D- 60-62.9
- F Below 60

Teaching / Policy Statement

Syllabus. In accord with University policy, and the ethics of teaching and university administration, the syllabus, course policies, and grading policies will be adhered to. These rules exist in order to ensure that all students are informed, and have the same levels of access to course materials and coursework that may impact their grades. I do not negotiate on the contents of the syllabus. If you remain enrolled in the class, you accept the conditions of the syllabus. The professor reserves the right to: (1) alter reading and assignments if it is deemed to be in the best interest of learning the subject (2) alter the schedule to adjust for time constraints or better-than expected progress and (3) correct any errors present in the syllabus. The schedule is most often adjusted to make room for *time constraints*. Additional assignments, tests etc. will *not* be added to change the criteria for grade assessments. The criteria itself will not be altered, and will be adhered to strictly. Test assessments and grades may be adjusted only in the event of grading or processing error. Any grade changes, as the result of error, will be universally applied to all students who fall under the error.

Assignment Completion. If you are struggling, or otherwise not comprehending the material, please see me immediately. If you have a disability or work with the Office of Disability Services, please provide me with notice, and documentation / instructions so I may help you. Extra credit opportunities *open to all students* may be built into the class structure to allow for an opportunity to be rewarded for additional independent efforts. Principles of equal access and equality in assessment and opportunity bars instructors from providing only some students with extra opportunities without justification.

Grades. Grades and final grade assessments cannot be reconsidered unless there is an error resulting from instructor error or processing errors. Incomplete grades cannot, and will not, be used to offer students an extension in order to complete assignments unless such an extension is warranted due to uncontrollable or warranted circumstances as recognized by the College (illness, religious beliefs, bereavement etc..).

Course Attendance Policy

Attendance. You must have a valid excuse for missing class. You can miss class only two times without an excuse, with

no penalty -- however, *you are still responsible for delivering any assignments due on these days, on these days, not after*. Following the second missed class (three classes), you (1) are dropped to 50% on your participation grade (2) the next additional absence (four classes) results in *0% on participation* (3) the next absence (fifth class), you are deducted an entire letter grade in addition to the participation reductions (4) the next additional absence results in failure. Excuses, medical excuses, athletic absences or paperwork must be appropriately dated. Any documentation provided must cover all days missed in the range of dates. Attendance sheets will be handed out at every class; it is your responsibility to be sure that it is signed. If your name is not present, write it in. *You must be present for the entire class to be considered in attendance*. If you leave early, or come late, you may be considered absent. I reserve the right to circulate the attendance sheet multiple times.

Class Standards

Feedback & Commenting. Writing assignments are graded objectively in a formal and defined manner. This method of grading exists to curb the possibility for subjectivity and to provide students with valuable feedback regarding their writing and academic work. All written assignments will receive a form detailing how the grade was assessed, along with feedback which seeks to detail (1) the reasons for grade results and (2) information of use to you and (3) suggestions for improvement. Students are *strongly encouraged* to read this assessment, and ask questions or seek clarification where points are not clear.

Plagiarism / Academic Integrity. All writing assignments are verified using E.V.E. (Essay Verification Engine) for plagiarism. If you plagiarize, you will fail this course. All other forms of academic dishonesty, *including cheating in any form*, will result in failure as well. In addition, the College administration may seek further action, up to and including expulsion. SUNY Cortland's policy on academic integrity is published in the College Handbook and in the Code of Student Conduct. The introduction to the policy reads, in part:

"Students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source."

Testing Arrangements. Tests are to be taken at the time and place scheduled, unless arrangements have been made in advance. Students with disabilities / documented needs will receive any needed accommodations.

It is my intention to create and maintain an open and comfortable learning and teaching environment. Please adhere to the following rules of conduct:

- **Please do not come to class late or leave early.** If you must enter class late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class unless it is an absolute necessity. *You must be present for the entire class to be considered in attendance*. If you leave early, you are absent. I reserve the right to circulate the attendance sheet multiple times.
 - **Please do not talk to / with other classmates while the instructor or another student is speaking.** If you have a question or a comment, please raise your hand, rather than starting a conversation about it with your neighbor.
 - **Please turn off the electronics:** cell phones, pagers, and beeper watches. Of course recording materials and assistive technologies are welcome, as are laptops provided you use them to view and record class material.
 - **Please avoid audible and visible signs of restlessness.** These are both rude and disruptive to the rest of the class.
 - **Please focus on class material during class time.** Sleeping, talking to others, doing work for another class, reading the newspaper, and checking e-mail are unacceptable and disruptive.
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Help, Assistance and Office Hours

While my office hours are noted on the header of the syllabus, if you cannot attend at the given times, simply email me to make an appointment — I'll do anything within reason to accommodate you. Additionally, I work in University

administration at Binghamton University. Consequently, I am generally in my campus office daily. Cortland students are welcome to visit BU's campus if it is convenient.

Students at no point should hesitate visiting office hours or communicating with me otherwise if you are struggling with material, or class-related issues. Students should feel free to discuss any policy issues as needed. I operate using an 'open-door' policy.

If office hours are not convenient, you can also use AOL Instant Messenger (SN: "professorhanford") to discuss class or academic issues. All conversations are logged and emailed to the student for their records or notes. Despite the fact that this is a virtual environment, you should treat this as a face to face meeting. "Instant Professor" is also available on WebCT as a link.

Students with Disabilities: SUNY Cortland is committed to upholding and maintaining all aspects of the Americans with Disabilities Act (ADA) approved in 1990 and Section 504 of the Rehabilitation Act of 1973. Students with disabilities can request accommodations through the Office of Disabilities Services in Van Hoesen Hall, Room B-1 (607-753-2066). Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

NCATE Outcomes / Expectations

Deviant Behavior conforms to the following NCATE Liberal Learning outcomes:

- **S:** Social Justice
- **G:** Global Understanding

This course also conforms to the following Teacher Candidate Learning Outcomes:

- **1:** Demonstrate a solid foundation in the arts and sciences.
- **2:** Possess in-depth knowledge of the subject areas to be taught.
- **11:** Demonstrate sufficient technology skills and the ability to integrate technology into teaching/learning.
- **12:** Foster respect for individual's abilities and disabilities and an appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.
- **13:** Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry.