

SOC 373/CRM 373
Deviant Behavior

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607-753-4760 – Cornish D309

Cornish Hall D205 7:00 P.M. - 9:30 P.M. Tue

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. Requires SOC 100, SOC 150 or ANT 102.

Class Format

The class is lecture and class discussion driven. In addition, there will be several required interactive class activities. 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 assigned text, offering clarification and more in-depth analysis; however others may involve new material, and/or guest speakers.

Required Textbooks

Deviant Behavior: Crime, Conflict, and Interest Groups by Charles H. McCaghy et al 8/ed

Constructions of Deviance eds Adler and Adler

Additional Reading

Additional brief excerpts from core source materials will be provided throughout the semester. These will be required reading, and will be timed to correspond with textbook reading and class discussions.

Exams and Quizzes

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.

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 thoughts regarding a relevant course subject.

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

Class / Teaching Policy

In accord with College 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.

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. The principle of equal access and parity in assessment prohibits instructors from providing only some students with extra opportunities without justification.

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.).

Attendance

You must have a valid excuse for missing class. Valid excuses are defined by the College policies. 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. Only the first class day will not be counted in attendance counts.

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. Please make me aware of your needs.

Classroom Environment

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.*

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.

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 Learning Outcomes

Deviant Behavior conforms to the following NCATE Liberal Learning outcomes:

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

This course 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.