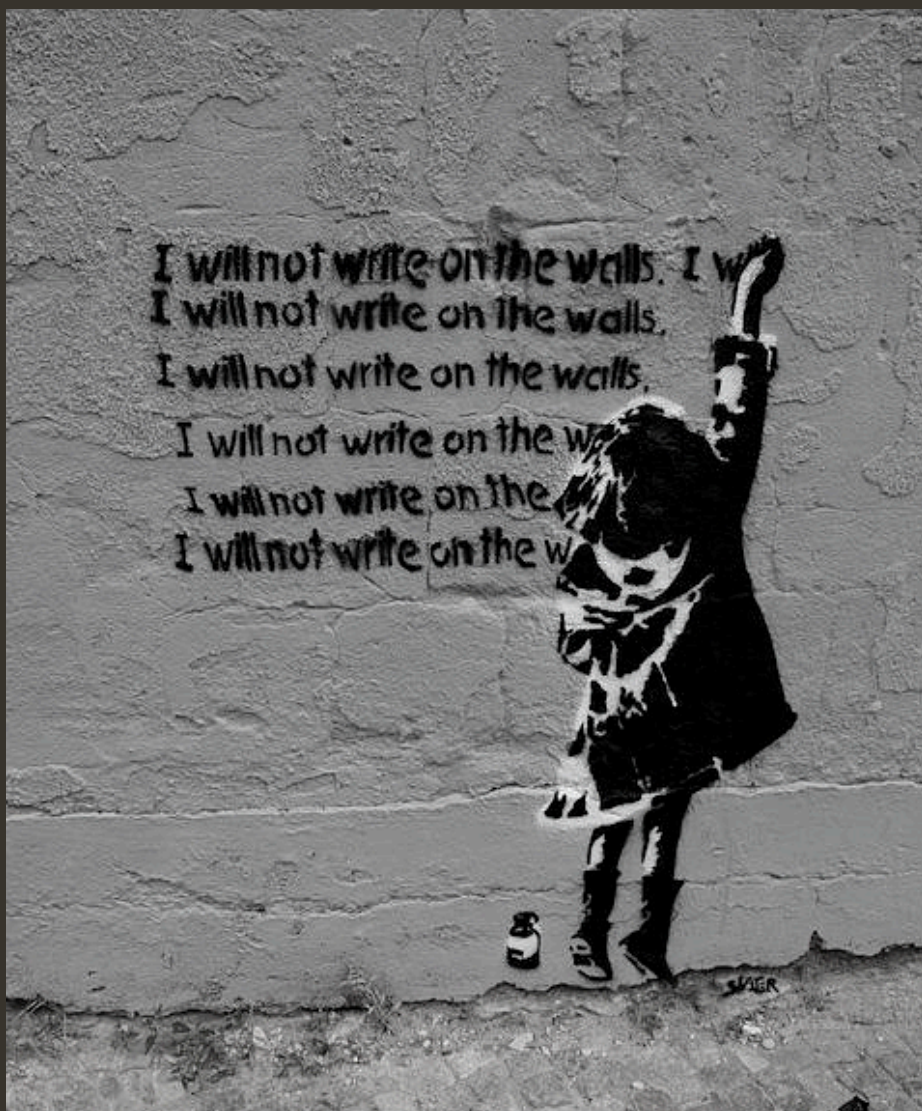


SOO

DR. ALEKSANDRA V. CREGLER



SPRING 2025

DEVIANT BEHAVIOR

302



AN ESTIMATED \$1-\$3 IS
SPENT PER YEAR BY
EACH TAXPAYER TO
REMOVE GRAFFITI.
WHILE GRAFFITI IS
MOSTLY ILLEGAL
WHEREVER YOU GO,
THERE ARE ABOUT 1,650
LEGAL GRAFFITI WALLS
AROUND THE WORLD.



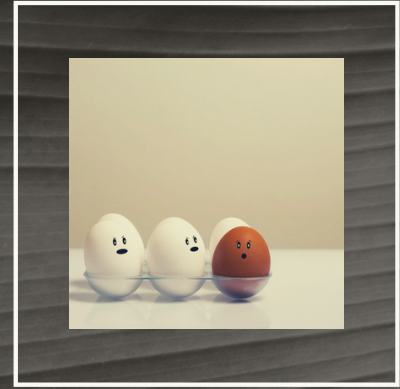
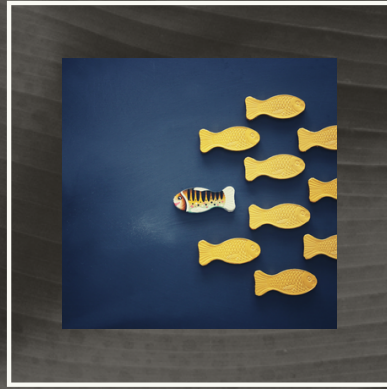
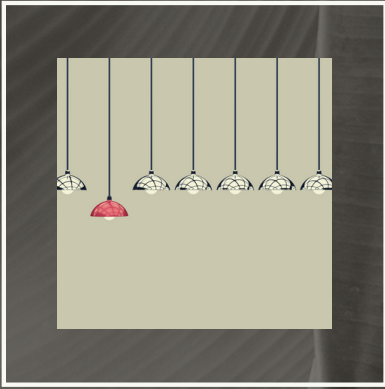
DEVIANT BEHAVIOR

WHAT MAKES CERTAIN ACTIONS OR LIFESTYLES “DEVIANT,” AND WHO GETS TO DECIDE? IN THIS COURSE, WE’LL EXPLORE THE FASCINATING WORLD OF DEVIANT BEHAVIOR, EXAMINING HOW SOCIETY DEFINES, LABELS, AND RESPONDS TO BEHAVIORS THAT CHALLENGE SOCIAL NORMS. FROM CRIME AND SUBCULTURES TO MORAL PANICS AND STIGMAS, WE’LL UNCOVER THE SOCIAL FORCES BEHIND DEVIANCE AND THE IMPACT IT HAS ON INDIVIDUALS AND COMMUNITIES.

THIS COURSE WILL CHANGE HOW YOU THINK ABOUT “NORMAL” AND “DEVIANT” AND CHALLENGE YOU TO SEE THE WORLD THROUGH A NEW LENS.

T/TH: 9:30 AM - 10:50 AM
ROOM: WT BROOKSHIRE HALL 00137

INSTRUCTOR: DR. ALEKSANDRA V. CREGLER



Have you ever wondered why some behaviors are labeled as “deviant” while others are accepted, even celebrated? In this course, we’ll discover the often misunderstood world of deviance, exploring the shifting boundaries between what society considers “normal” and “abnormal.”

Imagine this: In the 1920s, jazz music and dancing were once seen as wildly rebellious, even scandalous. Fast forward to today, and those same behaviors are part of mainstream culture. Similarly, social movements once viewed as radical have transformed societal norms. What drives these shifts, and how do individuals and groups challenge the status quo to redefine what’s acceptable?

Through real-world examples, we’ll analyze acts that challenge societal norms, from the mundane (like tattoos) to the extreme (like organized crime). We’ll also look at cases where deviance is a matter of perspective: Is someone who speaks out against injustice a troublemaker or a hero? Why do certain behaviors elicit sympathy in some contexts and punishment in others?

One student from a past semester shared how this course helped them understand the stigma surrounding mental health and how societal labels impact individuals. Another was inspired to research the role of social media in amplifying modern subcultures, from influencers to online activism.

This class isn’t just about studying crime or rebellion; it’s about understanding the power of labels, the fluidity of norms, and the dynamics that push societies to change. I hope you are ready to see the world differently, question your assumptions, and discover how deviance shapes and is shaped by society.

Dr. Aleksandra V. Cregler

In addition to the goal that "you will be thoroughly versed in the topics of "deviant behavior", there are a number of more specific learning outcomes the successful student will experience in this course:

- Understand the concept of deviance and how it is defined, labeled, and interpreted in different social contexts.
- Examine the role of social norms and values in shaping perceptions of deviant behavior.
- Analyze the impact of deviance on individuals, groups, and society as a whole.
- Develop critical thinking skills by challenging assumptions and examining multiple perspectives on deviance.
- Foster an understanding of the relationship between deviance, social control, and the evolution of societal norms.

in THIS
class
you WILL
Learn...

MEET YOUR PROFESSOR

Hello!

My pronouns are **she/her**.

You may refer to me as **Professor Cregler**, or **Dr. Cregler**.

My preference is that you do not refer to me by my first name.

Born and raised in Macedonia (Eastern Europe), I come from a family with a rich tradition in education. I have collaborated with upper-level governmental departments in my native country, engaging with notable figures such as the President, the Secretary of Education and Foreign Affairs, the Mayor of Tyler, TX, and engaged with institutions like the FBI, the National Institute of Health, as well as various international diplomatic embassies and consulates.

My educational background includes a degree in Sociology, a master's degree in Cultural Studies with a focus on Intercultural Communication, and a doctorate specializing in Social Psychology. As a published author of two books, I bring extensive applied experience to my areas of expertise.

With a commitment to bridging theory and practice, I have fostered collaborations with renowned international universities, including Princeton University, Harvard University, and the University of Bologna. My work centers on adapting theoretical knowledge to real-world social situations. My current research focuses on addressing social issues affecting vulnerable groups and examining how social interactions contribute to shaping social realities and identities.

I am deeply committed to enhancing students' lives beyond the classroom, striving to instill growth by equipping them with valuable tools applicable across disciplines and various facets of life. These tools include fostering curiosity, cultivating open-mindedness, and nurturing a genuine thirst for knowledge.



 ACREGLER@UTTYLER.EDU
 CAS 144

 **OFFICE HOURS: THURSDAYS OR BY APPOINTMNET**



MY *values*

WHAT YOU CAN EXPECT FROM ME #1

PROFESSIONAL

What is a professor if they're not professional? All the professors you will meet at UT Tyler will treat you with respect. We understand that, even though you are students, you are adults. Classes are also constructed in a nondiscriminatory way that gives everyone an equal opportunity to learn and feel comfortable while taking the course.

You should never feel undermined. Being professional is in the job description at UT Tyler, and you can expect us to act like the professional professors we are.

REASONABLE

I am not going to be your best friend or your babysitter. I am here to teach and you're here to learn. Expect to be appropriately challenged. My goal is to help prepare you for the "real world" and get you to the level you need to be at to do well in the future.

i understand you're still human and life can be unpredictable. The professors at UT Tyler do their best to work with each student, especially when it comes to unforeseen circumstances. While every professor handles a situation differently (and in ways that can seem harsh), we're not trying to run you out of college, and nothing will be given to you that you can't handle.

ORGANIZED

You can expect a syllabus to be given to you at the beginning of every course and feel confident that I will make good use of your time.

FAIR

The professors at UT Tyler are required to treat every student equally. The same expectations are applied to everyone, and the grade you receive in a class is the grade you've earned. While the standards expected of the students varies by the professor, everyone is held to the same general academic ones, and they are certain to be clearly outlined in the course syllabus or on the first day of class.

ENTHUSIASTIC

The professors at UT Tyler are equally enthusiastic about the subject and their students. We want you to learn and grow, and in truth are still growing ourselves. Feel free to ask us about our experience in the field or questions outside of an assignment.

While Sociology isn't exactly an action movie, I will do my best to make the material entertaining. Expect each professor to put their own spin on the material and embrace that learning can be fun.

MY *values*

WHAT YOU CAN EXPECT FROM ME # 2

SINCERE

A professor can't be enthusiastic without being sincere. I truly want you to do well and spread our passion for a subject. You can rest assured that a professor isn't going to lie to you on a subject or waste your time when we are as passionate about your education as you are.

STRICT

I know this word has a negative connotation, but it's actually desirable in a professor. When I say strict, I mean I will ask that certain rules concerning behavior are followed. This is necessary to keep the class in order and genuinely help you focus on your education. Instead of 'getting in trouble', the strictness comes in making you take responsibility for your actions, often resulting in a failing grade and tuition money down the drain.

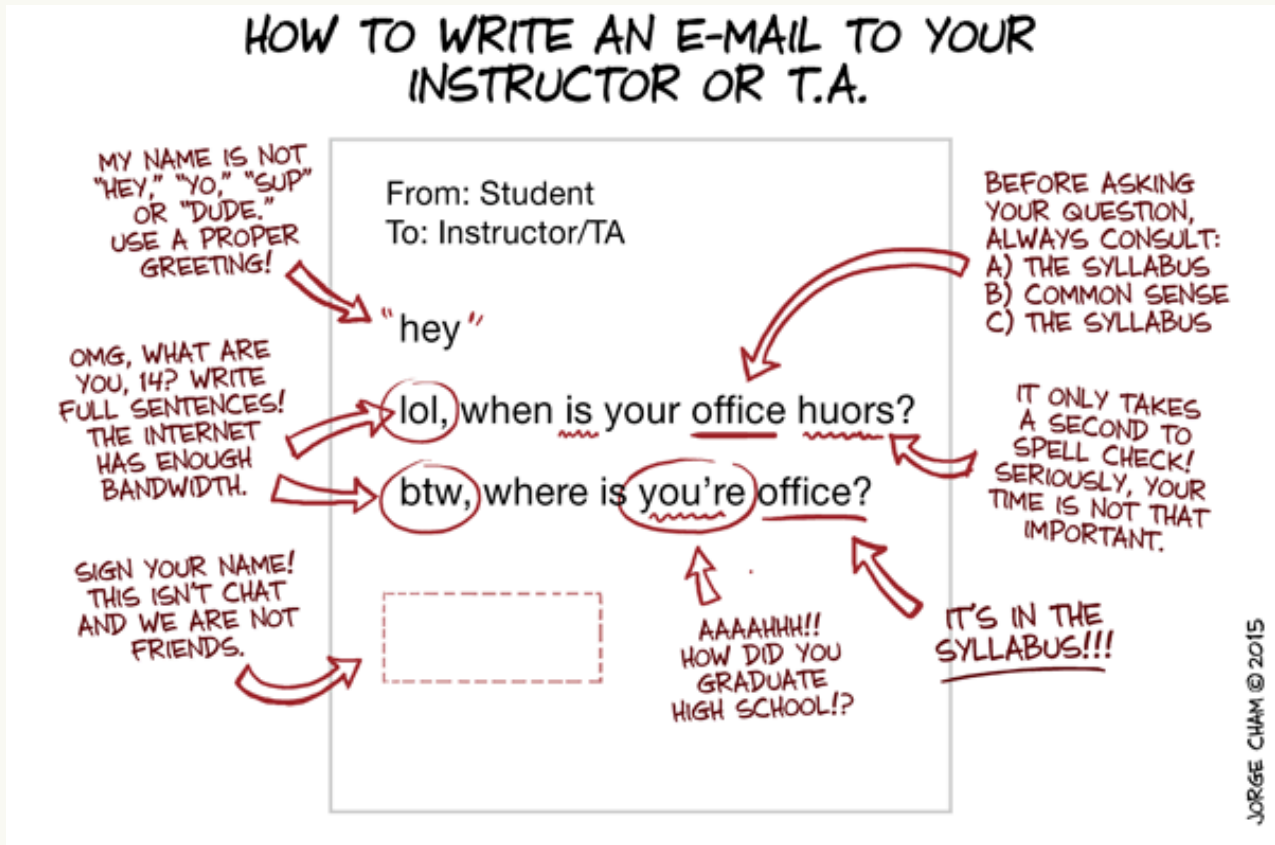
OPTIMISTIC

You come to college because you're excited about the future and what you'll make of it. Professors go into teaching because they feel the same passion for learning. While no, not every professor you have is going to be bubbly and bursting with smiles, we are always hopeful for our students, and grateful to be here at UT Tyler. As long as you're willing to learn, even if you've hit burnout, I'll be there to help you push forward and improve.

RESPONSIVE

Possibly the most important thing a professor should be is responsive. Questions, comments, and interaction both in and out of the classroom are encouraged. Professors usually have scheduled office hours when you can ask for help. I also share my email so you may get in contact that way.

COMMUNICATION



OFFICE HOURS:

When? My office hours are Tuesday and Thursday, 12:30 pm - 2:00 pm, or by appointment.

What are "office hours"? This is a time where you can reasonably expect to get in immediate touch with me. In university, office hours are times when your professor is literally in their office to answer questions, have meetings with students, walk you through an assignment, give you feedback, etc.

Why? If you have any questions, need feedback, are confused about an assignment, or just want to talk, I'll be available that time!

**Please note that these times are subject to change. This is time for all of my students, so I may not be available at all times. Please email me ahead of time to confirm you want to meet so that I make sure I have time for everyone. ALSO, even if it's not an "office hour" please feel free to reach out at ANY TIME. I will do my best to respond as quickly as possible.*

OFFICE ADDRESS: CAS 144

And I am always available via email.

EMAIL : Canvas (for class-related questions)
acregler@uttyler.edu (for non-class related questions)

- We receive a lot of emails and notifications. To lower the risk of emails getting lost in Junk folders, or system errors, I prefer Canvas for communication with current students.
- Due to large number of students this semester, if/when sending me a direct email, please indicate clearly to which class you are referring in your emails to me.
- I endeavor to respond to emails within 2 days. If you don't receive a reply from me longer than 3 days, it is likely that I did not receive your email, so please forward/re-send it again.

EMAIL ETIQUETTE

EMAIL ETIQUETTE IS IMPORTANT IN A COLLEGE SETTING BECAUSE EMAIL IS OFTEN THE MAIN MODE OF COMMUNICATION BETWEEN STUDENTS AND PROFESSORS. STUDENTS MAY HAVE TROUBLE COMMUNICATING IN THE CLASSROOM IF THE CLASS IS LARGE, AND STUDENTS MAY BE UNABLE TO VISIT PROFESSORS DURING THEIR OFFICE HOURS.

INNAPROPRIATE EMAIL TOPICS:

Be aware that most college professors receive copious emails daily. If you have a simple question about an assignment, such as the due date, try referring to the syllabus or asking a classmate before contacting your professor. **DO NOT** email you professor if

- you have a question about an assignment due the same day.
- you have a question or comment unrelated to the course content.
- you are turning in an assignment, and your professor does not accept assignments through email.
- you are requesting an extension (since your professor may not see it in time).
- your question or comment will require an extended response.
- you have a confidential personal issue or complaint you would like to disclose.**

APPROPRIATE EMAIL TOPICS:

You may email your professor if

- your question cannot be answered by a classmate or the syllabus.
- you have a question about an assignment due after the next class session.
- you have a question or comment related to the course material.
- you want to schedule a consultation/meeting with the professor

*** An email can potentially be read by anyone (e.g., if you accidentally send it to the wrong person). Try to arrange time outside of class to discuss confidential and/or personal matters face to face.*

- **I will not reply to emails asking some variant of 'How am I doing in this class?' I will reply to emails requesting an appointment to discuss your progress.**
- **I will not reply to emails that are not from @patriots.edu address.**
- **I will not reply to emails asking me to 'round up' or 'bump up' your final grade or emails asking for extra credit.**
- **I check email regularly, but not obsessively. It's unlikely you'll get an immediate response, but I will respond within 48 business hours.**

EXAMPLE EMAIL TEMPLATE FOR COLLEGE STUDENTS:

Dear Professor **(insert professor's last name)**,

My name is **(insert your name)** and I am in your **(insert class name)** class. I hope that this emails finds you well.

I am writing because **(insert problem/issue)**. Is it possible to **(insert proposed solution/question)**.

Thank you so much for your time. Have a great rest of your day!

Sincerely,

(insert first and last name)

What YOU'LL NEED:

NO TEXTBOOK IS NEEDED FOR THIS CLASS!

LECTURES, READINGS, AND ACTIVITIES' MATERIALS WILL BE POSTED ON CANVAS.

REQUIRED MATERIALS:

- Access to internet
- Access to Canvas
- A positive attitude



NO PERSONAL DEVICE? NO WORRIES!

You'll have access to technology via **The Campus Computing Center** located in the *Ratcliff Building North, Room 3022*.

Office Hours: M-TH 7 AM – 11 PM
FRI 7 AM – 8 PM
SAT & SUN Noon – 10 PM
Ph: 903.565.5555

HAVING AN INTERNET OUTAGE ?

If you are experiencing an internet outage, consider these alternatives:

- All 3 of our UT TYLER campuses have computers and internet
- Find a local retailer (coffee shop, restaurant) that offers free Wi-Fi
- Go to your public library

* Please do not email me if you are having an internet outage. I will not respond as there are many other reliable options for internet access.

RESOURCES FOR STUDENTS:

UT Tyler Writing Center (903.565.5995),
writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964),
tutoring@uttyler.edu

UT Tyler Counseling Center (903.566.7254)

University Health Clinic (UNC) (903.939.7870)

Student Accessibility and Resources (903.566.7079)

Military and Veterans Success Center (903.565.5972)

IF YOU TEST POSITIVE FOR COVID-19

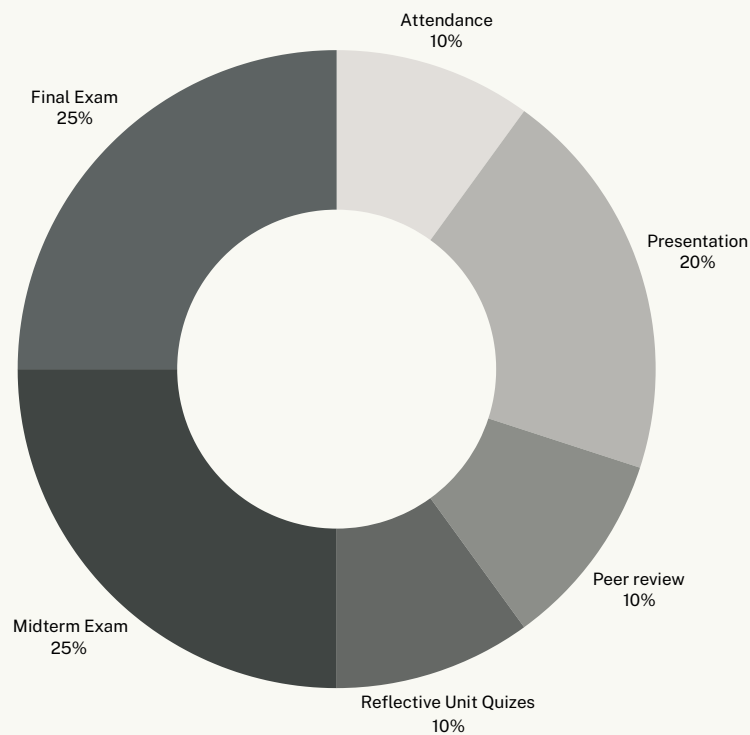
You are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the CDC Guidelines.



FREE AT-HOME COVID-19 TESTS

Every home in the U.S. is eligible to order a third round of free at-home tests. Order your test at covid.gov/tests.

EVALUATION CRITERIA



EXAMS (25 points each) - Each exam will comprise 30 questions in total: 20 multiple-choice questions, each worth 1 point, and 10 true/false questions, each worth 0.5 points. The mix of question types ensures a thorough evaluation of your knowledge, covering foundational understanding and complex applications. While exams can be stressful, they play a crucial role in determining your final grade. True/false questions encourage deeper analysis and interpretation, fostering critical thinking beyond rote memorization. The exams provide an opportunity for me as a teacher to assess how effectively I can impart knowledge, ideas, abilities, skills, and attitudes to help you achieve your learning objectives and adapt to the evolving needs of society.

PRESENTATION (20 points) - Each student (paired in a group) will be required to prepare and present to the class a research project for a topic of their interest. Students will have complete academic freedom in choosing the format and the topic. This is with the intent to extend yourselves to yield the benefits of research and presentation. The complexities of research and presenting can be intimidating at first, but students will not be without help. By engaging in research firsthand, students find it easier to understand the rationale underlying others' research. Exposure to an area of research undoubtedly also helps students explore career fields. Working in groups will allow you to exercise and develop leadership skills and provide you a supporting system. These presentations will be peer-reviewed – graded by your classmates.

PRESENTATION PEER REVIEW (10 points) - Students will peer review each presentation during class. This process will be conducted by filling out an online questionnaire worksheet. Instructions and guideline will be provided on Canvas and the process will be discussed during class. This makes the presentations more collaborative and gives students opportunities to learn from one another. Peer reviews can provide students with some of the most insightful feedback and help them develop stronger work. It can also build comfort and normalcy around receiving constructive feedback.

PREFLECTIVE UNIT QUIZZES (10 points) - After each unit posted on Canvas, there will be a Quiz with 10-15 multiple choice questions from the unit. The Quizzes can help students practice existing knowledge, prepare for exams, while stimulating interest in learning about new subject matter.

CLASS ATTENDANCE (10 points) - This course is designed to maximize your learning of the subject matter and advance your skills through a variety of activities. Therefore, this attendance policy is aimed at supporting our educational goals. Any class session or activity missed, regardless of cause, reduces the opportunity for your learning and may adversely affect your achievement. I reserve the right to lower your final course grade, if there is a failure to notify me for absence for more than 4 classes.

TOTAL: 100 points

MIDTERM EXAM	25 points
FINAL EXAM	25 points
PRESENTATION	20 points
PEER REVIEW	10 points
UNIT QUIZZES	10 points
ATTENDANCE	10 points

A 90 - 100 points

B 80 - 89 points

C 70 - 79 points

D 60 - 69 points

F 59 and below points

** Grades will be based on a total number of points earned. More in-depth assignments will be worth more points. At the end of the course, each student is assigned a final grade, according to the grading scale proposed.*

EVALUATION OVERVIEW

A:

An "A" reflects a level of performance which is "distinctly superior" to that shown by the majority of students in a course. "A students" show a level of commitment to scholarship equal to that shown by the instructor; they often research a topic beyond that required by any assignment. "A students" are consistently prepared for every class period, keenly engaged in the conduct of the course, and always seeking implications to the content of a course beyond that offered by the text or by a lecture example. They are usually the first to ask questions in class and their comments always demonstrate more than a superficial appreciation of a topic. Usually, "A students" have a unique aptitude for the material that they study and have mature time management skills such that they never cram for exams or need additional time to complete an assignment. Because they carry these skills and attitudes with them to other courses, "A students" usually earn the top grades in other courses. Needless-to-say, "A students" always earn the highest grades on examinations and papers. Because of the high standards demanded of these students, "A's" are earned by a small fraction of course participants, usually as few as 15% of the students enrolled in a course

B:

A "B" is the result of consistently above average academic performance. A "B" may in fact reflect "superior" achievement but is not quite the equal of the very best in a class. "B students" may earn the highest grade on several exams or papers, but do not do so consistently as other demands, including other courses, may compete with their scholarship to produce inconsistent performance. "B" grades are typically earned by 25-40% of a class at this University.

C:

"C" results from consistently average work, or from highly variable work (periods of inferior achievement in addition to superior achievement). "C" grades often result from mere memorization of course content without an appreciation of the implications of the subject matter or an unwillingness to examine the subject in depth. Consequently, "C students" may be able to recognize a term or concept but may not be able to explain it or place it in its proper context. "C's" are often the result when individuals cannot effectively manage the demands of their day such that they are driven from deadline to deadline. In addition, "C students" may give infrequent, but clear indication that they are disinterested in class discussions, lectures or even in the discipline itself. "C's" are earned by approximately 30% of a class.

D:

A "D" reflects consistently below average work. While the "D student" may have performed passing work, usually she or he has never risen above average performance and may show significant periods of unacceptable performance. "D's" are the product of many factors, by other factors and activities for the student's time and attention. "D's" might result from factors such as illness or family emergencies that are beyond the student's ability to control; However, "D students" usually seek help only after irreparable damage has been done to their overall performance in a class. "D's" are earned by approximately 10-15% of students in a course.

F:

"F's" reflect failure to learn an appreciable amount in a course. There are many causes of this failure including poor preparation, lack of maturity, low scholastic aptitude, etc. "F's" result when an instructor cannot, in conscience, certify that a student shows any mastery of a subject beyond that level demonstrated by an uninformed lay person. Because of our liberal course withdrawal policies, "F's" are usually rare, but at least two or three individuals (4-6% of a course) receive one because their disinterest is so profound that they do not know or care about their impending failure until weeks following the last date to withdraw from a course.

I:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an incomplete "I" for the course. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year for both undergraduate and graduate students.

COURSE PHILOSOPHY

CLASSROOM ENVIRONMENT

Active Learning. This course will engage you in active learning, so your attendance and participation are critical. In this class, we will work together to make sense out of the material. I value your input and want you to participate in discussion as much as possible.

Discussion-Based Instruction. I prefer to lead discussions by asking questions. That means it's important for you to do the assigned readings and think about the concepts being discussed. I will come prepared with a series of questions to walk us through the material, but our discussions will be of higher quality and greater interest to you when you actively participate.

Be Respectful and Receptive. One of the most important aspects of our discussion-based class is that everyone comes to class with an open-mind about each other's ideas – myself included! We are discussing, interpreting, and applying sociological theories to examine complex social events. These are things about which reasonable people can disagree. I expect each one of you to be academic, mature, and open-minded. We should be able to have a lively debate with disagreement without getting personal or disrespectful.

HOW TO SUCCEED

Syllabus as Course Manual. This is a long syllabus – I've done that intentionally to give you all the information you will need to succeed in this course! You should think of this syllabus as your manual for this course. Read over it, get to know it, and start here if you have any questions about anything in this class.

I'm Here to Help! My goal is to support each of you while you learn this material, and I will do whatever I reasonably can to make this class a success for each one of you. If you're confused about anything, come talk to me. If you're having trouble keeping up, come talk to me.

Commit to the Class! It's important to put in the effort to make this class beneficial to you. This means doing the assignments, coming to class, and actively participating in our discussions. Be proactive about your education, and I'll do whatever I can to help you succeed!

COURSE POLICIES



LATE WORK

Dates for submission of papers or taking exams will be observed closely. I do not accept late work or provide extensions.

Deadlines are important because they make it possible to evaluate students' progress within a particular amount of time. For the sake of equity and fairness, all students will have the same amount of time to complete assigned work. That being said, life is complex and doesn't always go smoothly. If you have a serious illness, family emergency, or a similar problem, contact me as soon as possible. Do NOT wait until the last minute to contact me.



PLAGIARISM

As a Ut Tyler faculty member, I am required to uphold the Honor Code established by the University. In the event that you are caught violating this code, I am required to notify the appropriate Judicial Affairs, which will negatively impact both your grade in this course and your permanent academic record. [http://www.uttyler.edu/mopp/documents/8Student Conduct and Discipline.pdf](http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf)



GRADING TIME

Exam evaluations will be completed within 2-3 weeks unless otherwise communicated.

Please keep in mind that this is a large class and grading takes time. There will be general exam review during class period. You may only receive feedback on your assignments if there are specific points or issues that need addressing.



FINAL GRADE

The final grade is based on points, not percentages, so rounding issues will not be a concern.

Do not ask me to "bump" your grade. Every point is laid out for you; it is your responsibility to earn the grade that you want/need. There are no opportunities for extra credit.

Regrading request form is available on Canvas, so please bring any mistakes to my attention in a timely manner.



DECORUM

You are not required to agree with me or your peers. You are expected to be courteous, and your participation should demonstrate your understanding of rhetoric: careful listening, thoughtful acknowledgement of perspectives, and ethically constructed counterclaims that focus on the quality of the argument and not on the value of the person. Discriminatory language will not be tolerated.

NOTE ABOUT AI USE



Using AI tools responsibly is an emerging skill. This course encourages awareness of AI's capabilities and limitations. When used appropriately as a drafting aid, AI can help develop ideas and refine work. However, **directly copying or passing off AI-generated content as one's own violates academic integrity.** To uphold quality and transparency, please follow the following guidelines.

First, evaluate AI-generated text critically before adopting it as your own. Fact-check claims and watch for factual errors or omissions. **You are responsible for content you submit!**

Second, disclose any use of generative AI tools by briefly explaining how you used them to assist your process. For instance, you might describe using a tool to help brainstorm ideas or check grammar. This promotes transparency.

Third, focus prompts on clarifying your own thinking rather than outsourcing it. High-quality prompts elicit outputs that aid your learning and original analysis. Make sure to save the prompt language that you use, and include this language in your disclosure of AI use statement.

In examinations, the use of AI is discouraged! Answers will be evaluated based on the text and content provided, which may not always align with AI-generated responses. Sociology is an everchanging and interpretative discipline, and AI may not be a reliable or capable source for fostering critical thinking and interpretation. Therefore, students are advised to rely on their own understanding and knowledge in crafting their exam responses. Any use of AI-generated content may not accurately reflect the dynamic nature of sociological concepts and may impact the assessment of critical thinking skills.

UT TYLER POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT TYLER POLICIES

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test; failure to comply with I instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
 - "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Important Covid-19 Information for Classrooms and Laboratories

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher-than-normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures website](#) to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

COURSE

THIS IS PROPOSED SCHEDULE AND IT IS SUBJECT TO CHANGE BY THE IPROFESSOR DUE TO SPECIAL CIRCUMSTANCES

WEEK 1: COURSE INTRODUCTION

THIS WEEK IS FOCUSED ON GETTING FAMILIAR WITH THE COURSE STRUCTURE, TOPICS, AND EXPECTATIONS. TAKE TIME TO EXPLORE THE SYLLABUS, SET YOUR GOALS, AND NOTE IMPORTANT DUE DATES. BE SURE TO GO THROUGH ALL THE INTRODUCTORY MATERIALS CAREFULLY TO PREPARE FOR THE THEORETICAL MODULES THAT WILL BEGIN NEXT WEEK.

WEEK 2: INTRODUCTION TO THE STUDY OF DEVIANT BEHAVIOR

THIS WEEK PROVIDES AN OVERVIEW OF DEVIANT BEHAVIOR, EXPLORING HOW SOCIETIES DEFINE AND RESPOND TO DEVIANCE. WE'LL DISCUSS KEY CONCEPTS, THE ROLE OF NORMS, AND WHY UNDERSTANDING DEVIANCE IS ESSENTIAL TO STUDYING SOCIAL DYNAMICS.

WEEK 3: THEORIES OF DEVIANT BEHAVIOR: I CLASSICAL THEORIES

THIS WEEK, WE'LL LOOK INTO CLASSICAL THEORIES OF DEVIANT BEHAVIOR, INCLUDING FUNCTIONALISM, STRAIN THEORY, AND CONTROL THEORY. THESE FOUNDATIONAL PERSPECTIVES HELP US UNDERSTAND WHY INDIVIDUALS AND GROUPS ENGAGE IN BEHAVIORS CONSIDERED DEVIANT BY SOCIETY.

WEEK 4: THEORIES OF DEVIANT BEHAVIOR: II CONTEMPORARY PERSPECTIVES

THIS WEEK, WE'LL EXPLORE CONTEMPORARY PERSPECTIVES ON DEVIANT BEHAVIOR, INCLUDING LABELING THEORY, CONFLICT THEORY, AND FEMINIST APPROACHES. THESE FRAMEWORKS OFFER FRESH INSIGHTS INTO HOW POWER, IDENTITY, AND SOCIETAL STRUCTURES SHAPE THE DEFINITION AND CONSEQUENCES OF DEVIANCE.

WEEK 5: HOMICIDE

THIS WEEK, WE'LL EXAMINE THE SOCIOLOGICAL AND PSYCHOLOGICAL FACTORS BEHIND HOMICIDE, EXPLORING ITS CAUSES, TYPES, AND SOCIETAL RESPONSES. WE'LL DISCUSS PATTERNS, CULTURAL INFLUENCES, AND HOW HOMICIDE REFLECTS BROADER ISSUES WITHIN SOCIETY.

WEEK 6: : DOMESTIC VIOLENCE

HIS WEEK, WE'LL EXPLORE THE COMPLEX DYNAMICS OF DOMESTIC VIOLENCE, INCLUDING ITS CAUSES, PATTERNS, AND IMPACT ON INDIVIDUALS AND FAMILIES. WE'LL EXAMINE SOCIETAL ATTITUDES, POWER DYNAMICS, AND THE ROLE OF SOCIAL INSTITUTIONS IN ADDRESSING AND PREVENTING DOMESTIC VIOLENCE.

WEEK 7: MIDTERM EXAM

WEEK 8: GUEST SPEAKER

WEEK 9: SUICIDE AND LIFE-THREATENING BEHAVIORS

THIS WEEK FOCUSES ON THE SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF SUICIDE AND OTHER LIFE-THREATENING BEHAVIORS. WE'LL EXAMINE CONTRIBUTING FACTORS, WARNING SIGNS, SOCIETAL STIGMA, AND THE ROLE OF SOCIAL SUPPORT SYSTEMS IN PREVENTION AND INTERVENTION.

SCHEDULE

COURSE

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WEEK 10: SPRING BREAK

WEEK 11: MENTAL ILLNESS

THIS WEEK, WE'LL EXAMINE THE SOCIAL DIMENSIONS OF MENTAL ILLNESS, EXPLORING HOW IT IS DEFINED, PERCEIVED, AND TREATED IN SOCIETY. TOPICS INCLUDE STIGMA, ACCESS TO CARE, AND THE INTERSECTION OF MENTAL HEALTH WITH CULTURE, CLASS, AND POWER STRUCTURES.

WEEK 12: WHITE-COLLAR AND ORGANIZED CRIME

THIS WEEK, WE'LL EXPLORE CRIMES COMMITTED WITHIN PROFESSIONAL AND ORGANIZATIONAL SETTINGS, AS WELL AS THE STRUCTURE AND IMPACT OF ORGANIZED CRIME. TOPICS INCLUDE CORPORATE FRAUD, EMBEZZLEMENT, CORRUPTION, AND THE SOCIETAL CONSEQUENCES OF THESE OFTEN-OVERLOOKED FORMS OF DEVIANCE.

WEEK 13: GUEST SPEAKER

THIS WEEK FOCUSES ON THE PSYCHOLOGY BEHIND ALTRUISM AND PROSOCIAL BEHAVIOR. WE'LL EXAMINE WHY PEOPLE CHOOSE TO HELP - OR NOT HELP - OTHERS, THE FACTORS THAT INFLUENCE ACTS OF KINDNESS, AND HOW SOCIAL CONTEXT SHAPES OUR WILLINGNESS TO LEND A HAND.

WEEK 14: POSITIVE DEVIANCE

THIS WEEK FOCUSES ON BEHAVIORS THAT DEVIATE FROM NORMS IN CONSTRUCTIVE OR INNOVATIVE WAYS. WE'LL EXPLORE HOW INDIVIDUALS AND GROUPS CHALLENGE SOCIETAL EXPECTATIONS TO CREATE POSITIVE CHANGE, REDEFINING WHAT IT MEANS TO BE "DEVIANT."

WEEK 15: FINAL EXAM

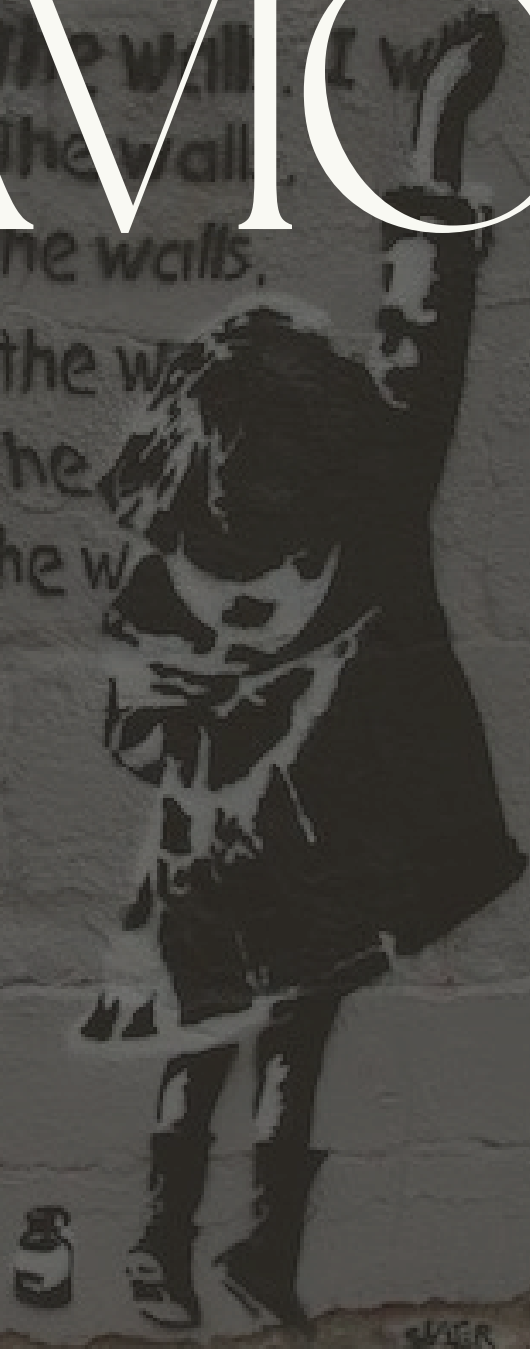
FINAL GRADES DUE - MAY 6

SCHEDULE

DEVIANT BEHAVIOR

I will not write on the walls.
I will not write on the walls.
I will not write on the walls.

I will not write on the walls.
I will not write on the walls.
I will not write on the walls.



LOG IN TO CANVAS FOR MORE INFORMATION ABOUT THIS COURSE