

# SYLLABUS

## CJUS 1170 Introduction to Criminology SOC 2210 Sociology of Deviance

Fall 2020

<b>Instructor: James H. Gadberry, PhD</b>
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<b>Office Hours: I will answer emails within 24 hours. There is a Virtual Office located in Blackboard. You can post questions anytime, but I will real-time monitor this discussion area every Thursday from 2:00pm to 3:00pm (MST). I also encourage you to make an appointment with me if you need.</b>
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### Course Description

This course is designed to provide an overview of the study of deviance and social control from multiple sociological perspectives. The instructor will present how sociologists research deviance and social control and the ethical issues involved in studying human subjects involved in these activities. The course also examines central sociological theories for understanding the causes of deviant behavior.

### Student Learning Outcomes

1. Identify and explain sociological theories of deviance and conformity through academic research, in-class discussions, written assignments, and other methods as necessary
2. Describe and identify the influences of gender, race, ethnicity, sexual orientation, class, nation, and other factors in defining social deviance and social control.
3. Describe how various sociological theories explain deviance and conformity.
4. Identify important ethics and methods issues that arise in the study of deviance and conformity.

### Course Materials

**Title:** Deviance and Social Control: A Sociological Perspective, 2nd. Ed.

**Authors:** Inderbritzin, Michelle, Bates, Kristin A., and Randy R. Gainey

**Year:** 2017

**Publisher:** Sage

**ISBN:** 978-1-5063-2791-4

### Assessments

UNM-conducts ongoing assessments of student learning so that we can continue to improve the curriculum to give students the best education possible. The data collected for this assessment will be selected by the instructor or the department and may come from exams,

projects, or other assignments. The assessment will focus on the learning outcomes in this syllabus (listed above).

The data from this assessment will be collected and reported anonymously. Data summaries will be reported to the department, to the Office of Instruction, and posted on the web.

The information collected will be used to make improvements to curriculum and teaching.

This assessment is not a reflection of your grade and is not a grading exercise; it is simply an evaluation of how well students are mastering certain skills.

### **Instructional Methods**

Welcome to our class! Online classes are very fast paced. If you have completed online courses you already know this fact. If you are new to online classes you will soon learn what the others already know. The key is to not panic. Stay up with your readings, plan some time to study, complete your work on time, and, add to the class discussion. These things will take you down the road to success.

Let me start with a discussion concerning what I expect from each of you in this class. Online classes can be a bit confusing. I hope this introduction helps clear up some of that confusion.

### **Discussion Assignments**

1. There will be two (2) discussion assignments in each Learning Module. Additionally, there will be one (1) introduction discussion in the “Start Here” area due the first week of class.
2. Each discussion will open on Sunday at 11:59pm. You must post your initial post answering the discussion question no later than Wednesday at 11:59pm. This will leave the remaining time for replies to classmates before closing on Sunday at 11:59pm.
2. You are required to reply to no less than 3 of your classmate’s posts. You must post your initial answer to each discussion question before you will be allowed to reply to classmates. Refer to the Discussion Grading Rubric located in the Rubrics folder in the “Start Here” area for more details.
3. You must cite any work in the discussion assignments that is not originally yours. Use in-text citations and a reference section if you use source material in your discussion posts.

### **Thought Papers**

1. There will be one (1) writing assignment in Learning Module 1 and 3.
2. The Thought Papers can be turned in any time before the Learning Module closes.
3. The Thought Papers must be turned in using the submission area on the Blackboard platform.

### **Reading Journals**

There will be two Reading Journal assignments. The first Reading Journal assignment will be in Learning Module 2. The second will be assigned in Learning Module 4. The Reading Journal assignments must be turned in using the submission area on the Blackboard platform.

### **Grades and Grading Policies**

Evaluation will be based on the following course activities and components:

Discussions: 9 @ 5 points each = 45 points (13%)  
Reading Journals: 2 @ 100 points each = 200 points (58%)  
Thought Papers: 2 @ 50 points each = 100 points (29%)

See the "Rubrics" folder for details concerning grading of the assignments. The grades will be based on the following scale:

A+ = 97 – 100%, A = 93 – 96%, A- = 90 – 92%  
B+ = 87 – 89%, B = 83 – 86%, B- = 80 – 82%  
C+ = 77 – 79%, C = 73 – 76%, C- = 70 – 72%  
D+ = 67 – 69%, D = 63 – 66%, D- = 60 – 62%  
Below 60% = F

Late assignments will be handled on a case-by-case bases. There are times when life just gets in the way. Contact me if you feel you will be late on an assignment so that arrangements can be made to deal with your situation.

### **Additional Thoughts Concerning Discussions**

You may find it useful to respond as you read the posts and your thoughts are fresh. At times, you may want to think about a response for a day or two before adding your post. It is often best to compose your discussion and responses off line using a word processor. This allows you to take your time composing your work. An additional advantage to this method is that you will be able to check the work for spelling and grammar. If you complete your responses this way you will also have a saved record of all your submissions.

You may choose to answer a post directly from the discussion board. Be sure to review your work for clarity and spelling before you hit the submit button.

You are expected to be the sole author of your work. If you use the work of someone else you must properly cite and reference that contribution. This requirement includes Internet materials. Be especially careful when you use the Internet as a source. Be sure to recognize all copyrights. Penalties for plagiarism are extensive. They can range from non-acceptance of the work to expulsion.

Be courteous in your discussions. Do not post anything illegal, erotic, harassing, threatening, embarrassing, racially or ethnically offensive or insensitive.

I will not respond to every post. I want to let the class develop its own paths. When necessary, I will join in. This may be to add material, provide guidance, encourage, or to redirect. I will read each and every post.

There will be four (4) Learning Modules in this course. Each Learning Module will open and close at 11:59pm according to the following schedule:

Learning Module 1: Introduction & Researching Deviance (17 August – 13 September)

Learning Module 2: Strain/Anomie, Differential Association, and Social Disorganization (13 September - 11 October)

Learning Module 3: Social Control and Labeling Deviance (11 October – 8 November)

Learning Module 4: Conflict and Critical Theories of Deviance (8 November - 6 December)

**Assignment Due Dates:**

**Module 1:**

Discussion B due 30 August  
Discussion C due 6 September  
Thought Paper 1 due 13 September

**Module 2:**

Discussion D due 27 September  
Discussion E due 4 October  
Reading Journal 1 due 11 October

**Module 3:**

Discussion F due 25 October  
Discussion G due 1 November  
Thought Paper 2 due 8 November

**Module 4:**

Discussion H due 22 November  
Discussion I due 6 December  
Reading Journal 2 due 13 December

**Academic Honesty Policy**

You are expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests, or assignments; claiming credit for work not done or done by others (plagiarism); and hindering the academic work of other students. A brief guide to what constitutes plagiarism and how to avoid it can be found here: <http://losalamos.unm.edu/library/docs/avoiding-plagiarism.pdf>.

**Writing Center Tutors Online:** Tutors are available through the Writing Center live in videoconference or phone, or through email (you email a paper and the tutor responds) to support

you as you navigate Blackboard Learn and other platforms, make sense of writing assignments, brainstorm approaches and topics, structure appropriate to your genre, revise, edit, and figure out MLA. Tutors will support your choices and will not make them for you.

To make an appointment, email [tutor@unm.edu](mailto:tutor@unm.edu). You can also email the Writing Center Director, Patricia Gillikin, with questions or help getting connected to a tutor. This link has full information on UNM-Valencia tutoring, including math and other subjects: <https://valencia.unm.edu/campus-resources/the-learning-center/learning-center.html>

## **Email Etiquette**

When emailing a professor:

1. Include your class and what the email is regarding in the subject line.
2. Address your professor appropriately using their professional title (Hi Dr. Gadberry). And don't misspell their name.
3. Try to keep the email brief and to the point.
4. Write in a positive tone.
5. Be clear about what you are asking. Do not ask for extra credit or for me to change your grade at the end of the semester.
6. Check for spelling, punctuation, and grammar errors before clicking Send.
7. Use a professional font, not decorative.
8. Use sentence case. DO NOT USE ALL CAPITAL LETTERS, all lower case letters, or lots of colors.
9. Do not use "text speak" in an email. In other words, use complete and grammatically correct sentences.
10. Keep graphic symbols/emojis to a minimum and use only when appropriate.
11. Use a signature (identify yourself) that includes contact information.
12. Re-read your message before sending it.

You should check Announcements each time you log in to the online classroom. You will receive information about campus emergencies via LoboAlerts. Confirm that you are signed up to receive notifications on <http://loboalerts.unm.edu>.

## **American Disabilities Act (ADA)**

In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning

conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Contact Accessibility Services at 505-925-8560 for additional information or visit

<http://valencia.unm.edu/about/accessibility.html>.

The UNM Online Accessibility Support policy statement is available here:

<http://online.unm.edu/help/learn/students/accessibility-support.html>

Blackboard's Commitment to Accessibility statement is available here:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>