

SPRING 2026

DEVIANT BEHAVIOR

300

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

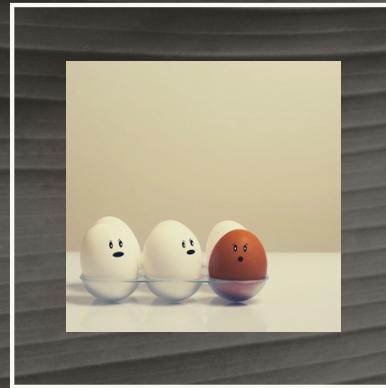
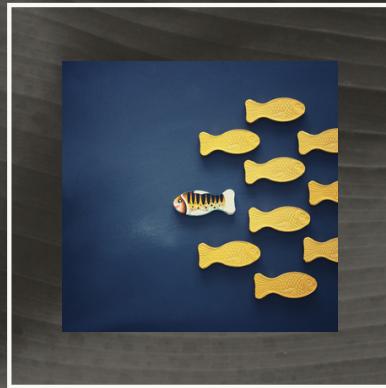
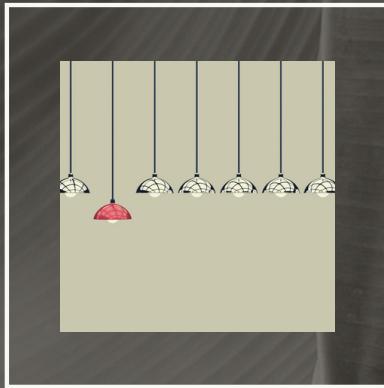
WHAT MAKES CERTAIN ACTIONS OR LIFESTYLES “DEVIANT,” AND WHO GETS TO DECIDE? IN THIS COURSE, WE EXPLORE HOW SOCIETIES DEFINE, LABEL, AND RESPOND TO BEHAVIORS THAT FALL OUTSIDE PERCEIVED NORMS. THROUGH REAL-WORLD EXAMPLES SUCH AS CRIME, SUBCULTURES, MORAL PANICS, AND STIGMA, STUDENTS EXAMINE THE SOCIAL FORCES THAT SHAPE IDEAS OF NORMALITY AND DIFFERENCE - AND THE CONSEQUENCES THESE DEFINITIONS HAVE FOR 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.

THIS COURSE DOES NOT PROMOTE OR CONDEMN PARTICULAR BELIEFS, BEHAVIORS, OR VIEWPOINTS. ITS PURPOSE IS ANALYTICAL, NOT IDEOLOGICAL. STUDENTS ARE ENCOURAGED TO EXAMINE MULTIPLE PERSPECTIVES, ENGAGE THOUGHTFULLY WITH COURSE MATERIAL AND DEVELOP THEIR OWN INFORMED INTERPRETATIONS. RESPECTFUL DISCUSSION AND INTELLECTUAL CURIOSITY ARE CENTRAL TO OUR LEARNING ENVIRONMENT.

T/TH: 9:30 AM - 10:50 AM
ROOM: SOULES COLL OF BUSINESS 00203

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 is 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. Alessandra V. Creller

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, I bring extensive applied experience to my areas of expertise.

My work is all about making connections between big ideas and everyday life, between research and real people. I've had the chance to collaborate with universities like Princeton, Harvard, and the University of Bologna, but what drives me most is using sociology to better understand and improve the world around us.

My current research looks at the challenges faced by vulnerable communities and how our everyday interactions shape identity and social reality.

More than anything, I care about helping students grow - in how they think, what they question, and how they show up in the world. In my classes, you'll be encouraged to stay curious, think critically, and keep learning far beyond the semester.



ACREGLER@UTTYLER.EDU



CAS 144



OFFICE HOURS: T/TH 11:00 AM - 12:30 PM
OR BY APPOINTMENT



UT Tyler
THE UNIVERSITY OF TEXAS AT TYLER

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

Your professor isn't going to be your best friend or your babysitter. We're here to teach and you're here to learn. Expect to be appropriately challenged. Our 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.

We 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 your college professor 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 their students varies by the professor, everyone is held to the same 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. We 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 your professors will demand 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, however, 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, we'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.

TRANSPARENT

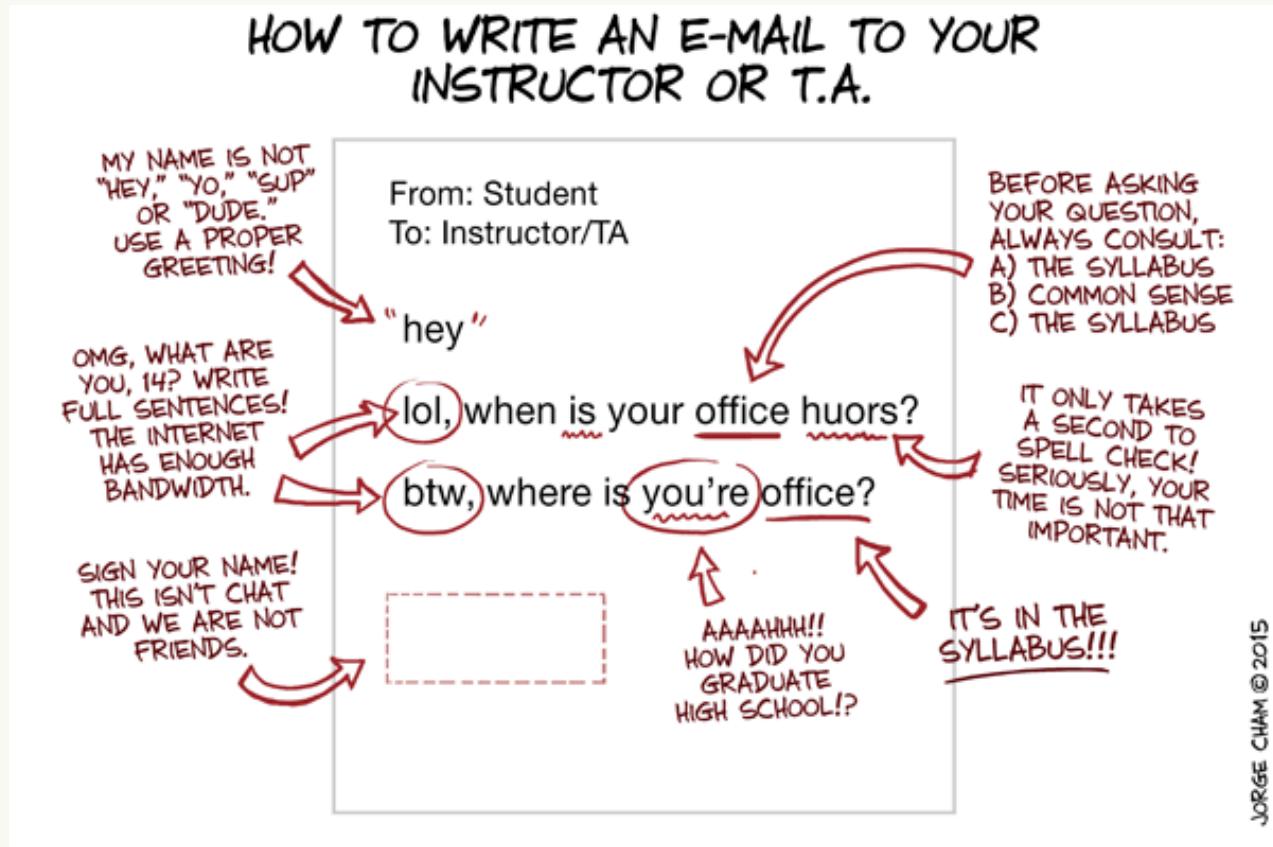
You will always know what to expect from me. I'll explain clearly how assignments are graded, what the expectations are, and why certain policies exist. If I make a change, I'll tell you why. I don't believe in hidden rules or surprises! Our class works best when everyone knows the "why" behind what we're doing.

APPROACHABLE

Even though I set high expectations, I want you to feel comfortable reaching out. If you have questions, concerns, or just need to talk something through, I welcome that. You don't have to have the "perfect" question, I'd rather you ask than struggle in silence.

COMMUNICATION

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



OFFICE HOURS:

I'm available for office hours on Tuesdays and Thursdays from 11-12:30, or anytime by appointment. Feel free to reach out - I'm always happy to chat, whether it's about the course, your ideas, or anything else on your mind.

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, walk you through an assignment, give you feedback, etc.

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@attyler.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 that, 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.

| INAPPROPRIATE EMAIL TOPICS: | APPROPRIATE EMAIL TOPICS: |
|--|---|
| <p>Be aware that most professors receive a large volume of emails each day. Before you hit “send,” pause to consider if your question could be answered in another way. Please</p> <p>DO NOT email if</p> <ul style="list-style-type: none">• Your question is about an assignment due the same day - I may not see it in time.• Your question is already answered in the syllabus, Canvas, or by a classmate.• You are trying to turn in an assignment when the policy is to submit through Canvas (not email).• You are requesting an extension last-minute (again, I may not see it in time).• Your message requires an extended or detailed response better handled in office hours or a scheduled meeting.• You want to share something confidential or personal - those conversations should happen face-to-face or in a private meeting. ** | <p>You may email your professor if</p> <ul style="list-style-type: none">• your question cannot be answered by a classmate, the syllabus, or Canvas.• you have a question about an assignment due after the next class session.• you want clarification on course material or readings.• you need to schedule a meeting or consultation.• you have a personal circumstance (illness, emergency, university obligation) that may affect your class participation.• you want to share something relevant to the course (an article, event, or idea). |

**Email isn't always private. It's possible to send something to the wrong person or have it forwarded. If it's sensitive, let's talk in person.

- **I cannot respond to emails that ask some version of “How am I doing in this class?” If you’d like to discuss your progress, please email to set up an appointment.**
- **I only respond to emails sent from your official @patriots.edu account.**
- **I do not respond to requests to “round up” or “bump up” final grades, or to add extra credit opportunities at the end of the semester.**
- **I check email regularly during business hours, but not obsessively. You may not receive an immediate response. Please allow up to 48 business hours for a reply.**

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

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)

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.

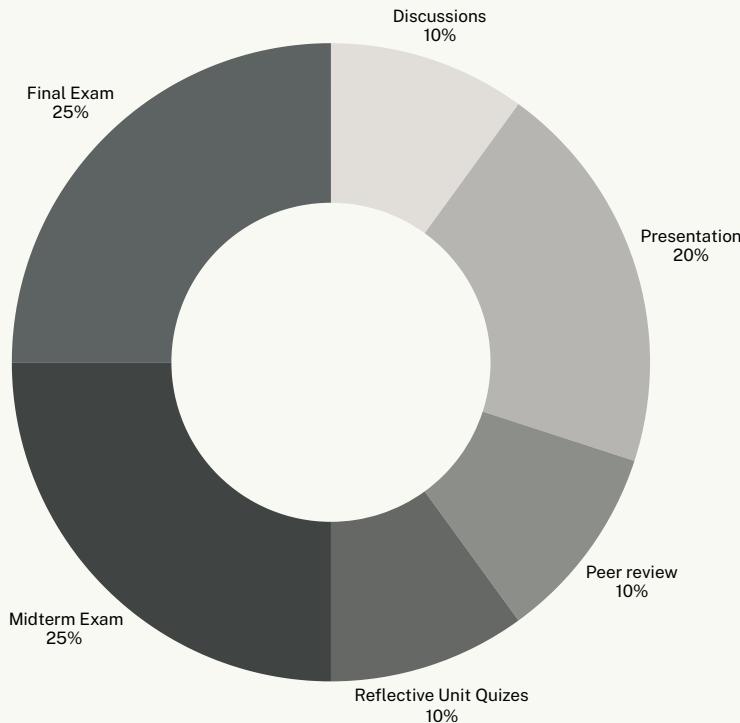
ABSENCES



Life happens - and sometimes, so do health challenges. If you need to miss class, please make every effort to let me know in advance. **For extended or significant absences, especially those affecting major assignments or exams, documentation is required.**

If your absence is due to a medical issue, **a doctor's note must clearly state that you were unable to attend class or participate on that specific day due to your condition.** A general note confirming a visit or a non-specific diagnosis (like a cold) will not be considered sufficient for excusing missed assignments or tests.

EVALUATION CRITERIA



EXAMS (25 points each) - Each exam will include 30 questions: 20 multiple-choice questions (1 point each) and 10 true/false questions (0.5 points each). This mix allows me to check your grasp of foundational concepts and your ability to apply ideas in more complex ways. Exams are not meant to trip you up but to give you a chance to show what you've learned and how you're thinking about sociology. Multiple-choice items focus on key concepts, while true/false questions push you to think a little deeper and avoid relying only on memorization. Beyond measuring your progress, exams also help me see how well I the course is going - whether the materials, discussions, and activities are helping you connect knowledge, skills, and ideas to the real world. In that way, exams are as much about feedback for me as they are about evaluation for you.

PRESENTATION (20 points) - Each student will work with a partner/s in a group to prepare and present a research project on a topic of your choice. You'll have complete freedom to select the topic and the format of your presentation. The goal is for you to stretch yourself as a researcher and communicator, and to experience firsthand the value of exploring a question deeply and sharing your insights with others. Research and presentations can feel challenging at first, but you will not be navigating this process alone. As you engage in research, you'll gain a clearer understanding of how and why scholars conduct their studies, which in turn makes it easier to critically read and interpret the work of others. This experience also gives you the chance to explore areas that may spark future academic or career interests. Group work provides support and helps you build collaboration and leadership skills. Presentations will be peer-reviewed, meaning your classmates will also take part in evaluating your work.

PRESENTATION PEER REVIEW (10 points) - You will complete a peer review for each presentation using an online survey provided on Canvas. We will go over the process together in class. Peer review makes the presentations more collaborative, giving you the chance to learn from one another while also practicing how to give and receive constructive feedback. This feedback can be some of the most valuable insight you receive, helping you strengthen your work and grow more comfortable with critique.

PREFLECTIVE UNIT QUIZZES (10 points) - Each unit will include a practice quiz of 20 - 30 multiple-choice questions. These quizzes are graded on completion, not accuracy, so your score depends on finishing them and not how many answers you get right. The quizzes serve as practice tools and will also act as a test bank for the midterm and final exams.

CLASS ATTENDANCE (10 points) - This course is designed to maximize your learning through active participation in class activities. Regular attendance is essential, since each session builds your skills and understanding. Missing class reduces your opportunities to learn and may impact your achievement. If you miss more than four classes without notifying me, I reserve the right to lower your final course grade.

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 useful 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

Deadlines are an important part of our class. They keep everyone on track, allow me to fairly evaluate your progress, and make sure that all students have the same amount of time to complete assignments. For this reason, I DO NOT accept late work or provide extensions as a general rule.

That said, I know life doesn't always go as planned. Serious illness, family emergencies, or unexpected crises do happen. If you find yourself in such a situation, contact me as soon as possible so we can talk through your options. Please do not wait until the last minute - communication is key.



PLAGIARISM

As a UT Tyler faculty member, I am required to uphold the Honor Code established by the University. If you are caught violating this code, I am required to notify Judicial Affairs, which will negatively affect both your grade in this course and your permanent academic record. You can review the full policy here: <http://www.uttyler.edu/mopp/documents/8Student Conduct and Discipline.pdf>

Plagiarism includes turning in someone else's work as your own, copying without citation, or submitting assignments generated by tools such as AI without disclosure. If you use AI in your process, you must clearly note how and where you used it. Undisclosed or dishonest use of AI will be treated the same as plagiarism.



GRADING TIME

Exams and major assignments will usually be graded within 2–3 weeks unless I communicate otherwise. Please remember that this is a large class, and thoughtful grading takes time. A general exam review for in-person classes will be provided during class so that everyone can see common strengths and areas for improvement. Individual feedback will be given when there are specific points or issues that need to be addressed; otherwise, your grade itself serves as the primary feedback.



FINAL GRADE

Your final grade in this course is based on points, not percentages, so there is no need to worry about rounding. Please do not ask me to "bump" your grade at the end of the semester - every point is clearly laid out for you from the beginning, and it is your responsibility to earn the grade you want. There are no opportunities for extra credit beyond what is already built into the course.

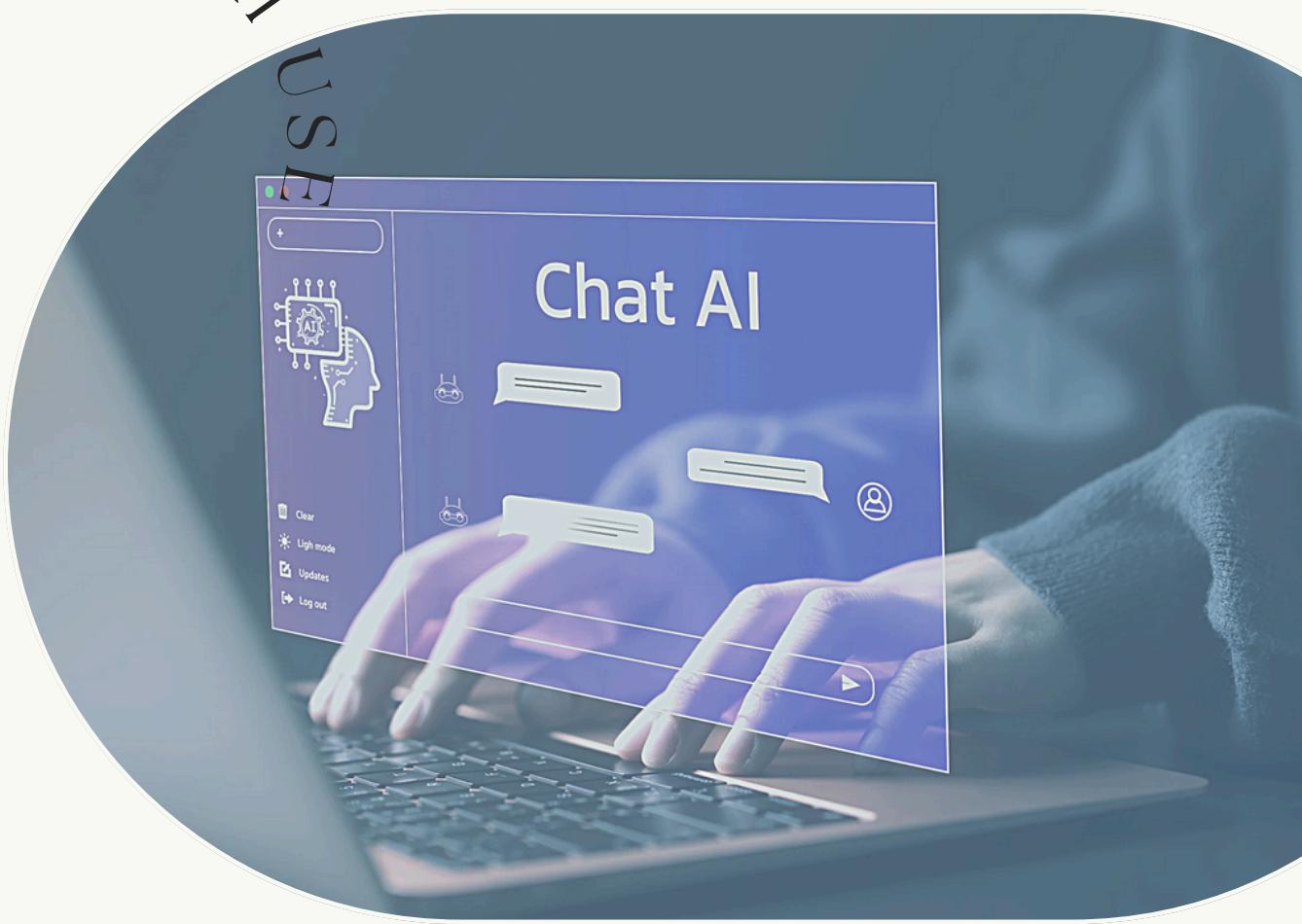
If you believe there has been an error in grading, a regrading request form is available on Canvas. Please submit it in a timely manner so I can review and address any mistakes fairly and consistently.



DECORUM

You are not required to agree with me or with your peers, but you are expected to engage with courtesy and respect. Good participation means practicing strong rhetorical skills: listening carefully, acknowledging different perspectives, and responding with thoughtful, ethical counterclaims that address the quality of the argument, not the worth of the person making it. Discriminatory or harmful language of any kind will not be tolerated. Our classroom should be a space where everyone feels safe to share, question, and learn.

NOTE ABOUT AI USE



Using AI tools responsibly is an emerging academic skill. In this course, you are encouraged to develop awareness of what AI can and cannot do. When used thoughtfully, AI may help you brainstorm, clarify ideas, or polish grammar - but it cannot replace your own analysis, interpretation, or voice. Sociology is about **how you make sense of the world** - and no AI can do that for you.

If you choose to use AI in your coursework (for example, while preparing discussion notes or presentations), please do so responsibly:

- **Evaluate critically.** Check facts, refine ideas, and remember that you are accountable for what you submit.
- **Be transparent.** Briefly explain how you used AI, whether it was to spark ideas, check clarity, or polish writing.
- **Stay in control.** Use prompts to deepen your own thinking, not to outsource it. If relevant, save your prompt language and include it in your disclosure.

Exams are designed to assess your own understanding and ability to think critically under real conditions. Because AI often produces generic or inaccurate responses, relying on it may misrepresent your knowledge and also undermine the very skills sociology is meant to develop.

In this in-person course, you will be asked to demonstrate your understanding more directly (especially on exams) so your best resource is always your own learning, preparation, and critical engagement.

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 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

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

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

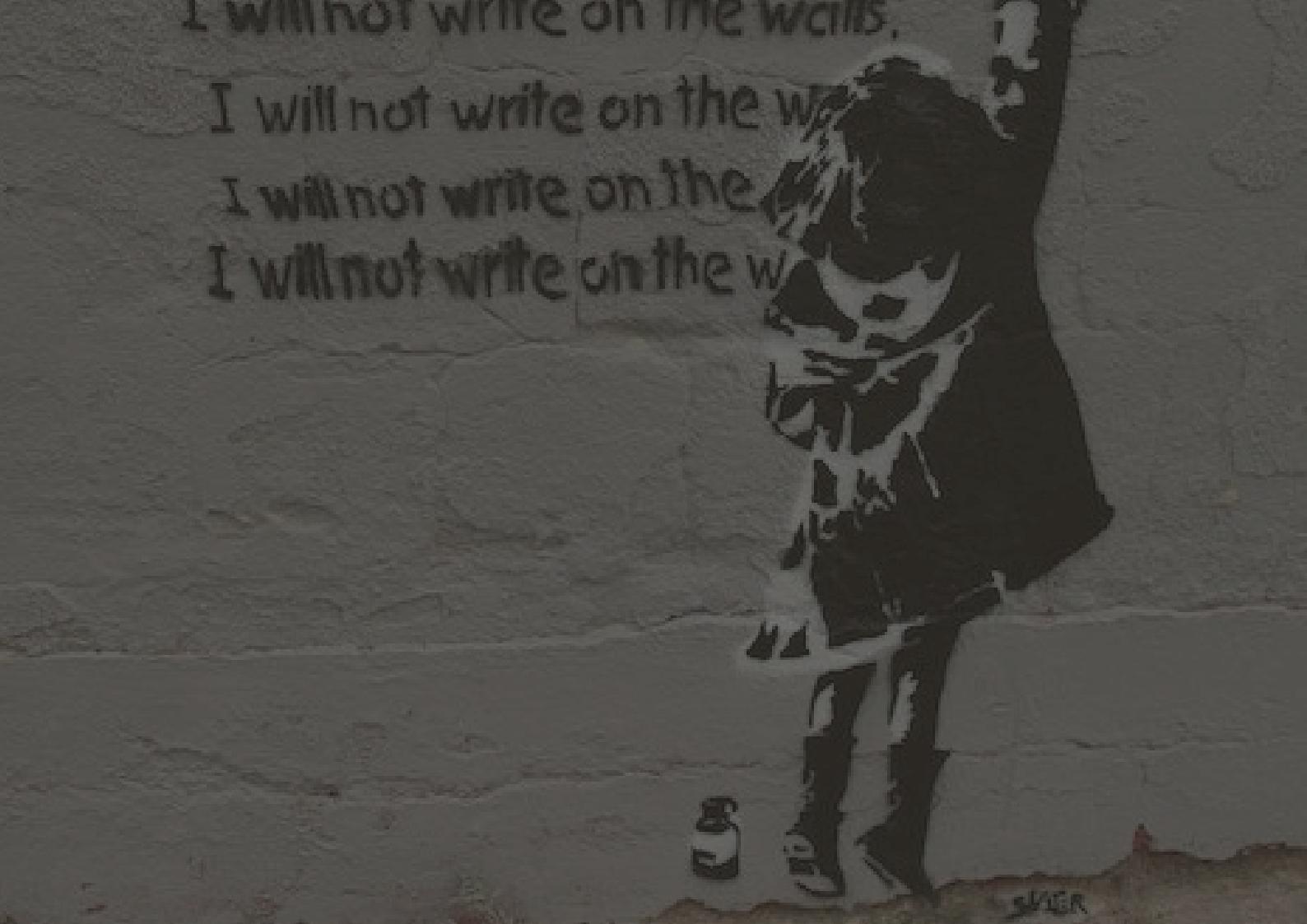
THIS WEEK FOCUSES ON BEHAVIORS THAT DEVIATE FROM NORMS IN CONSTRUCTIVE OR INNOVATIVE WAYS. WE'LL EXPLORE HOW INDIVIDUALS AND GROUPS CHALLENGE SOCIETAL EXPECTATIONS TO CREATE POSITIVE CHANGE, REDEFINING WHAT IT MEANS TO BE "DEVIANT."

WEEK 15: FINAL EXAM

FINAL GRADES DUE - MAY 5

SCHEDULE

DEVIANT BEHAVIOR



LOG IN TO CANVAS FOR MORE INFORMATION ABOUT THIS COURSE