New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):
Example: PHL 361 RH

Course Title: Sociology of Deviance
Abbreviated Course Title (≤ 30 chars): Sociology of Deviance
First Semester to be Offered: Spring 2014
Submitted by: Cody Warner
Submitter's Contact Info: Phone, Email: 994-4180 cody.warner@montana.edu
Instructor: Cody Warner
Department: Sociology and Anthropology
College: Letters and Science

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years.)

Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

APPROVALS

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Tools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title: SOCI 327
Abbrev. Course Title [≤ 30 char]: Sociology of Deviance
Credits: 3
Department Offering Course: Sociology and Anthropology
College: Letters and Science

Is this course “equivalent” to a course in the MUS System?: ☑ Yes    ☐ No

Learning Outcomes for the Course:
- Demonstrate an understanding of the socially constructed nature of deviance and its causes;
- Demonstrate an understanding of the extent and distribution of deviance;
- Use sociological methodology to study deviance;
- Evaluate explanations of deviance;
- Analyze and assess primary research literature or research data related to deviance.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required:

Instructor’s GID (last 4 digits only):

Department Offering Course:

College:

Is the requested course number available? (x4155 to check):

Frequency of course offering:

Semester(s) offered (check all that apply):

Summer Options (check all that apply):

Credits by mode of instruction:

Lecture:

Seminar:

Independent Study:

Lab/Studio:

Recitation/Discussion:

TOTAL CREDITS:

Primary Mode(s) of Delivery:

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course examines how particular attributes or behaviors are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This course should be revenue neutral. It will be taught as part of a faculty member’s workload. No additional resources necessary.
Course Description:

Deviance can be broadly defined as the violation of social norms or prescriptions that guide people into actions and self-presentations conforming to social acceptability. This course examines how particular attributes or behaviors are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules. We do this through five (5) core course units. In the first unit, we take up basic concepts that cut across theories and research on deviance, such as social control, subcultures, careers, and differential social power. The second unit is devoted to theories that attempt to explain the causes, consequences, and social reactions to deviant behavior. In the third unit we review the “social facts” of deviance, focusing on the various methods researchers use to better understand deviant behavior. We then move on to case studies of deviance in the fourth section, and focusing on a range of behaviors including crime, organizational and occupational deviance, substance use, sexuality, and suicide. The final unit examines deviance over the life course, with particular attention to how individuals enter, manage, and leave deviance.

Course Objectives

The specific objectives of this course fall under one (or more) of the five topic areas outlined above. At the end of the semester students will be expected to:

Section 1 – Defining Deviance
- Demonstrate an understanding of how deviance is defined and socially constructed.

Section 2 – Theoretical Explanations of Deviance
- Compare and contrast the key sociological theories of deviance, and apply these theories to personal behavior and experiences.

Section 3 – Measuring Deviance
- Identify the strengths and weaknesses of various methods used to study deviance.

Section 4 – Case Studies in Deviance
- Apply conceptual and critical tools from theories of deviance to selected case studies.

Section 5 – Deviant Careers
- Describe how individuals develop, manage, and leave deviant identities.

Course Textbooks


Additional course readings will be uploaded via Desire2Learn (D2L).
**Evaluation and Grading**

*Exams (60%)* – There will be a total of three exams. The first exam (*Monday, September 23rd*) is worth 20% of your total course grade, and will cover material in Section 1. The second exam (*Wednesday, October 30th*) is worth 20% of your total grade, and will cover material in Section 2. The third exam (*Friday, December 6th*) is worth 20% of your total grade, and will cover material in Sections 3 and 4.

*Papers (25%)* – You will write two papers this semester. The first paper will focus on how social power contributes to our definitions of deviance. This paper will be worth 10% of your total course grade. The second paper will focus on your own deviant career. You will be asked to critically apply a theoretical perspective to a deviant behavior you either have taken part in or are currently taking part in. This paper will be worth 15% of your total course grade. All paper assignments and submissions will be handled electronically through D2L.

*Assignments and Quizzes (15%)* – Throughout the semester I will sporadically distribute small assignments and have in-class “quizzes.” These assignments are not meant to punish you, and you can earn 10 of the 15 percent by simply attending lectures. The other 5% will come from small writing assignments distributed in class or uploaded to D2L.

*I will use the following scale in assigning grades:*

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87%-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>80%-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77%-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>70%-72.9%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance Policy**

As a general rule, I do not believe in attendance policies for college-aged students. If you must miss class, you do not need to provide me with an explanation. More importantly, do not ask whether you missed anything important or ask me for lecture notes. I will upload a “skeleton copy” of lecture notes to D2L prior to each class. Ask your classmates for assistance with missed lecture materials. If your absences become chronic, or if you anticipate chronic absences, then it’s time to consult with me. Do note, however, that there will be attendance-based in-class quizzes worth 10% of your final grade.

**Late Policy**

For the course papers, your grade will be reduced by one unit for each day late (e.g., 1 day, from A to A-; 2 days, B+; 3 days, B; and so on). Generally, late assignments or quizzes will not be accepted.

*Make-up exams:* There will be no make-up examinations except in extremely rare cases in which some unforeseen crisis/emergency arises. If you know ahead of time that you have a conflict with the exam schedule, discuss this with me as soon as possible to make arrangements for the exam. Do not expect to arrange different exam schedules simply because it is more convenient.

**Behavioral Expectations**

MSU expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For more information see: http://www2.montana.edu/policy/student_conduct/student_conduct-code_2008-2009.htm.

**Collaboration**

University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.
**Plagiarism**
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

**Academic Misconduct**
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel too much pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come sit down and chat with me BEFORE you decide to cheat.

**Academic Expectations**
Section 310.00 in the MSU Conduct Guidelines states that students must:

A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

**Withdrawal Deadlines**
After Tuesday, November 19th, I will only support requests to withdraw from this course with a “W” grade if extraordinary personal circumstances exist.

**Students with Disabilities**
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

**Student Educational Records**
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release. Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826.
# TENTATIVE COURSE SCHEDULE

## CLASS SCHEDULE

### DEFINING DEVIANCE: TERMS AND CONCEPTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/09</td>
<td>Getting Started</td>
<td>No Readings</td>
</tr>
</tbody>
</table>
| 1/14 | Defining Deviance | Adler & Adler: Introduction, pp. 1-10  
Adler & Adler: Defining Deviance, pp. 11-15  
Levitt and Dubner, Introduction, pp. 1-14  
Who are the Outlaws? A Freakonomics Quorum, October 16, 2008, nytimes.com |
| 1/16 | Norm Violations and Social Control | Adler & Adler: On the Sociology of Deviance, pp. 17-24  
Adler & Adler: An Integrative Typology of Deviance, pp. 25-40 |
| 1/21 | Differential Social Power and Subcultures | Adler & Adler: The Saints and the Roughnecks, pp. 218-231  
Adler & Adler: The Police and the Black Male, pp. 184-195  
Adler & Adler: Real Punks and Pretenders, pp. 395-409 |

### EXPLAINING DEVIANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1/23 | Deviant Careers and Individual-Based Explanations of Deviance | Adler & Adler: Deviant Careers, pp. 509-512  
Levitt and Dubner: Schoolteachers and Sumo Wrestlers, pp. 15-48 |
| 1/28 | Sociological Theories of Deviance: Structural Explanations | Adler & Adler: Theories of Deviance, pp. 59-70  
Adler & Adler: The Normal and the Pathological, pp. 71-75  
Adler & Adler: Strain Theory, pp. 76-86  
Adler & Adler: Conflict Theory of Crime, pp. 53-58 |
Adler & Adler: Differential Association, pp. 87-89  
| 2/4 | Sociological Theories of Deviance: Labeling Theory | Adler & Adler: Relativism: Labeling Theory, pp. 41-45  
Adler & Adler: Mark of a Criminal Record, pp. 207-217  
Levitt and Dubner: Perfect Parenting, Part II, pp. 163-188 |
| 2/6 | Exam I Review | |
| 2/11 | Exam I | |

### MEASURING DEVIANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 2/13 | Official Data and Surveys | Adler & Adler: Studying Deviance, pp. 109-113  
Adler & Adler: Child Abuse Reporting, pp. 115-121  
Adler & Adler: Survey of Sexual Behavior, pp. 122-131 |
| 2/18 | Qualitative Methods | Adler & Adler: Researching Dealers and Smugglers, pp. 132-146  
Levitt and Dubner: Hoodwinked, pp. 231-235  
Levitt and Dubner: Does the Truth Lie Within, pp. 214-217 |

### CONSTRUCTING DEVIANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 2/20 | Moral Entrepreneurs | Adler & Adler: Constructing Deviance, pp. 147-154  
Adler & Adler: Blowing Smoke, pp. 166-175  
Adler & Adler: Cyberporn & Child Sexual Predators, pp. 176-183 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Deviant Behavior</th>
<th>Author(s) and Book Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/25</td>
<td>Social Power</td>
<td>Levitt and Dubner: Ku Klux Klan and Real-Estate Agents</td>
<td>49-78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Homophobia and Women’s Sport</td>
<td>196-206</td>
</tr>
<tr>
<td>2/27</td>
<td>Violent and Non-violent Crime</td>
<td>Levitt and Dubner: Where Have the Criminals Gone?</td>
<td>105-132</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levitt and Dubner: Filling in the Tax Gap</td>
<td>236-239</td>
</tr>
<tr>
<td>3/4</td>
<td>Gangs and Crime</td>
<td>Adler &amp; Adler: Young Women in Gangs</td>
<td>410-422</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff and Kreager: Too Cool for School (available online)</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Organized Crime</td>
<td>Levitt and Dubner: Drug Dealers Live with Moms</td>
<td>79-104</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Russian Organized Crime in America</td>
<td>423-432</td>
</tr>
<tr>
<td>3/20</td>
<td>Exam II Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Exam II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Suicide and Self-directed Violence</td>
<td>Adler &amp; Adler: Self-Injurers as Loners</td>
<td>379-386</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Sexual Asphyxia</td>
<td>451-462</td>
</tr>
<tr>
<td>4/1</td>
<td>Sexual Deviance</td>
<td>Adler &amp; Adler: Naked Power</td>
<td>476-484</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kreager and Staff: Sexual Double Standards (available online)</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Physical Characteristics and Social Stigma</td>
<td>Adler &amp; Adler: Anorexia and Bulimia</td>
<td>273-283</td>
</tr>
<tr>
<td>4/8</td>
<td>Drugs and Alcohol</td>
<td>Adler &amp; Adler: Construction of Drug Scares</td>
<td>155-165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levitt and Dubner: Whatever Happened to Crack</td>
<td>211-213</td>
</tr>
<tr>
<td>4/10</td>
<td>Deviant Identity</td>
<td>Adler &amp; Adler: Deviant Identity</td>
<td>241-245</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: The “Fat” Identity</td>
<td>251-261</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Becoming Bisexual</td>
<td>262-272</td>
</tr>
<tr>
<td>4/15</td>
<td>Accounts</td>
<td>Adler &amp; Adler: Accounts</td>
<td>245-247</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Rapists’ Vocabulary</td>
<td>284-299</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Neutralizations by Shoplifters</td>
<td>300-308</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Stigma of Personal Bankruptcy</td>
<td>309-323</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Men Who Cheer</td>
<td>324-336</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Collective Stigma Management</td>
<td>353-369</td>
</tr>
<tr>
<td>4/22</td>
<td>Shifting Careers</td>
<td>Adler &amp; Adler: Pimp-Controlled Prostitution</td>
<td>537-547</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler &amp; Adler: Upper-level Drug Traffickers’ Careers</td>
<td>548-559</td>
</tr>
<tr>
<td>4/24</td>
<td>Exam III Review and Take Home Exam Distributed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2</td>
<td>Take Home Question Due at 4:30 pm EST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > SOCI 327

2. Course Title

   > Sociology of Deviance

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   > This upper division course provides students an overview of the sociological approach to deviant behavior. The course will especially focus on the social construction of deviant behavior. Students will learn how to identify and define deviance from a range of theoretical perspectives. By including a section on research methodology, students will also be given the tools to read and evaluate existing research on deviant behavior. By the end of the semester it is expected that students will be able to adopt theory and research on deviance to their own past or ongoing deviant careers.

Specifically the course learning outcomes are as follows:

At the end of the semester students will be expected to:
- Demonstrate an understanding of how deviance is defined and socially constructed.
- Compare and contrast the key sociological theories of deviance, and apply these theories to personal behavior and experiences.
- Identify the strengths and weaknesses of various methods used to study deviance.
- Apply conceptual and critical tools from theories of deviance to selected case studies.
- Describe how individuals develop, manage, and leave deviant identities.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

   > Final course grades will be based on three exams, two papers, class discussion, and participation.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
Section 1 – Defining Deviance

This unit serves as the introduction to the sociology of deviant behavior. The unit will cover similarities and differences between deviant behavior and criminal behavior. Students will be exposed to a variety of definitions of deviance, including statistical, normative, and absolute. Key in this section is the notion of social power, and how individuals and groups use their relative power to define some behaviors as deviant and others as not.

Section 2 – Theoretical Explanations of Deviance

This section will serve as a crash course to theoretical approaches to deviance. The unit will cover the major explanations of deviance, grouping the theories into structural explanations, social process explanations, and societal response explanations. Important to this unit is that students can interpret deviant behaviors using different theoretical orientations.

Section 3 – Measuring Deviance

This unit will expose students to the types of data and research methods that investigators use to study deviant behavior. The unit will start by discussing survey data and quantitative methods. Students will then be exposed to range of ethnographic and qualitative methods. Important to this unit is that students can identify strengths and weaknesses of each approach.

Section 4 – Types of Deviant Behavior

In this unit students will explore a number of deviant case studies. Throughout the unit students will be exposed to theory and data on behaviors such as violent crime, gangs, organized/white-collar crime, self-directed violence, sexual deviance, and substance use.

Section 5 – Managing and Exiting Deviance

This unit will focus place deviance more explicitly in a career framework. The unit will cover how individuals manage and maintain both deviant and conforming identities. The unit will also cover the deviance desistence process. Important here is that students are exposed to deviance as a process, as opposed to deviance as an act or behavior.

5. List required texts or other required references.

> The course will have two required texts:


7. What are the estimated enrollment and student credit hour (SCH) production?

\[ \text{SCH} = \text{enrollment} \times \text{credits} \]
It is estimated that between 30-40 students will enroll for the course. The SCH production will be between 90 and 120 (30-40 * 3 credits).

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

Ideally, the enrollment will be capped around 35 students. This will ensure that class discussion can still be a major component of the course.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

No

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

Student success in the course will be evaluated through a combination of exams, course papers, and smaller written and in-class assignments. To meet the learning objectives outlined above, students should be able to provide several different definitions of deviant behavior. They should be able to identify behaviors as deviant, and provide a theoretical explanation for the behavior. In the final course paper, students will be asked to put all course pieces together by discussing a personal deviant career. They will discuss their entry and exit into the deviant behavior, and correctly apply a theoretical perspective to their behavior. The department also has implemented an assessment plan that can be used to evaluate the learning objectives outlined for this course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

The instructor is an Assistant Professor in the Department of Sociology and Anthropology. He has substantial graduate training in crime and deviance, and has taught this course at a previous institution.

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

No

13. Justify the level of course offering.

Students are expected to be able to apply a variety of theoretical perspectives to everyday behaviors and activities. They will also be expected to critically evaluate deviance research, and this type of analysis is consistent with a 300-level course offering in the Department of Sociology and Anthropology.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> This course will be offered as an upper division elective for Sociology majors, and builds on several courses in the Sociology curriculum. Students are required to take SOCI 101 (Introduction to Sociology), where they are first exposed to sociological theory and methodology. The course will also build on SOCI 211 (Introduction to Criminology) and SOCI 311 (Criminology). Many of the theoretical explanations of criminal behavior are also applicable to deviant behavior. The course will evaluate the ways these theories do and do not explain deviance.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> There is some overlap with SOCI 311 (Criminology). This course will overview many of the theories that are the focus of the Criminology Course. However, theoretical explanations make up only a small portion of this course, which will also focus on defining deviance, studying deviance, and deviant careers.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> The SCH for this course are likely to come from the Department of Sociology and Anthropology. Since the SCH is likely to be between 90-120, it will likely have little impact on other departments.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> n/a

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course is primarily designed to meet the needs of sociology majors and minors, as well as sociology majors pursuing the criminology option. However, political science and psychology majors may also find this course of interest.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.
> None.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> The existing collections and journals are sufficient for this course.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> Please see the attached course syllabus.