
Teaching Portfolio

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Teaching Philosophy

Reflecting on my own academic career, it is clear that my pedagogical stance has been greatly influenced by my own professors. In the classroom my professors worked to develop my ability to assess, create, and articulate ideas. More than just aiding in my intellectual and scholarly development though, each one set an excellent example for me to follow as a teacher. Specifically, my mentors were exemplary teachers because they developed strong curriculums with the knowledge to support it, set high academic standards for students and for themselves, respected intellectual diversity inside and outside the classroom, and built trust among their students. In sum, each one led by example, and it is with in mind that I turn to my own teaching philosophy.

One of the most insightful lessons I learned from my professors was that being able to think critically is an invaluable skill for anyone. It is a tool which can be used to succeed in a broad spectrum of occupations and aids in other academic skills such as research, writing, and discussion. I believe all undergraduate students should leave this university armed with the ability to think critically. This skill is especially important for sociology and criminology students, as they are challenged to question the very structure of society when explaining social issues. Thus, a cornerstone of my teaching philosophy is to help students develop their critical thinking skills.

In order to foster the development of critical thinking skills it is important to create a positive learning environment by respecting and promoting intellectual diversity. This not only sets an example for students to follow, but it also allows students to share their ideas openly. Respecting and promoting intellectual diversity requires a deeper understanding of how diversity manifests inside and outside of the classroom. Intellectual diversity may manifest itself in the various worldviews that students possess as well as in the various ways students that learn. To effectively promote and develop students' critical thinking skills, both forms of intellectual diversity should be taken into consideration.

As sociology and criminology can bring up divisive topics, I believe that it is of utmost importance that the teacher takes neutral stances on political and social issues. Teachers should not present themselves to students as a partisan supporter of a particular side, because choosing sides can have negative and unintentional consequences on a student's learning experience. In my classes, I play the role of moderator and mentor instead of activist. I believe remaining neutral and supportive of all students' ideas motivates students to actively engage in the learning process. Taking a neutral stance also acts to challenge students' intellectual abilities. It requires them to defend their positions using critical thinking regardless of what side they take, and it also introduces students to points of view that they may not have considered themselves. Ultimately, it presents students with a positive learning environment where they must use logic and reason to develop positions and counter positions.

Fostering critical thinking through a positive learning environment that respects intellectual diversity while also challenging closely held views.

The second way of respecting and promoting intellectual diversity is by presenting course information in a variety of formats, and to measure aptitude in a variety of contexts. Since students possess different learning strategies and abilities, I believe teachers should make an extra effort to present class material in a variety of formats. In my courses, I use lectures, articles, visual learning aids, organized notes, charts, and diagrams to present course content. When measuring students' aptitude, I use a variety of formats which include: creative and formal writing assignments; tests that include multiple choice, fill-in-the-blank, short answer, and essays; and participation in class discussions. Each method caters to different sets of intellectual strengths, while challenging different sets of intellectual weaknesses.

Use a variety of teaching strategies to play to different intellectual strengths while also challenging students to improve any weaknesses.

Aside from my efforts to respect intellectual diversity and foster independent critical thinking skills, I also believe that a teacher should set specific and clear standards from the very first day of the class. Once a standard is set, it should be adhered to throughout the remainder of the semester. I accomplish the enforcement of fair but strict standards in two ways. First I create a very detailed syllabus. A syllabus is a contract between the student and professor, and should be presented and regarded as such. Second, I explain to students why specific standards are in place. For example, I require students to attend class regularly to earn participation points. I explain to them that part of the learning experience involves interaction with other students and with the professor. By placing my standards in writing and explaining the reasons behind them, uniformity and legitimacy are added to the class from day one. In short, I believe setting high standards for students is an important way to get students to rise to their potential.

Along with setting standards for students, I believe fostering superior learning requires exacting standards from the teacher as well. One important standard that I have set for myself is giving students a clear indication on how they will be graded. A good example of how I set such standards is found in the writing assignments. Each writing assignment is accompanied with a rubric which clearly explains what students are expected to accomplish. Additionally, a clear description of why completion of this assignment is important in order for the student to be able to achieve the course learning objectives. Overall, setting clear standards helps limit grading bias and ensures that assignments are related to enabling intellectual development through the achievement of course goals and objectives.

In conclusion, my philosophy is one which strives to give all students an equal opportunity to learn by promoting intellectual diversity in the various ways it manifests itself in academia. It is through my respect for intellectual diversity that I conduct myself in a professional manner to create a positive learning environment where students can develop their critical thinking skills. However the key to my philosophy rests on the idea that I must set high standards for students and for myself. I must lead by example for my students as my professors did for me.

Pedagogical Approaches

I strive to get my students actively engaged during every class period. When students are exploring, applying, or debating the material, they will learn more than if I expect them to ingest the content passively. I practice various pedagogical approaches which involve stimulating critical thinking skills and sociological investigation through inquiry. Next I describe a few in-class exercises I use to achieve this type of sociological engagement.

In Principles of Sociology (SOC 202) I conclude the chapter on social constructionism by discussing the social construction of race. Tracing the categories of race on the US Census over the years I demonstrate how race is socially imbued with meaning that is often dependent on the historical and cultural context. I then have students spend some time writing about how one of the following topics is socially constructed, how we give meaning and value to it: intelligence, nipples, drugs, youth, or money. Students sometimes laugh a bit when they see the categories I have posted, but they quickly start thinking and writing. After allowing them to write a few paragraphs I lead a class discussion on each example. This class discussion is always a favorite of mine as students often become engaged, remarking that they see how social constructs are everywhere, though we often don't notice them!

In Social Deviance (SOC 206) students administer a deviance questionnaire to a person of their choice (outside the class) at the beginning of the semester. Later, after compiling this data, I give it back to them when we cover Sykes and Matza's techniques of neutralization. They then work in groups to explore the data and identify the ways that deviance is being neutralized in order to better understand the concepts. It always sparks good debate on how certain responses should be coded!

I also strive to make sociology accessible and relevant to students and I encourage them to apply sociological material to their surroundings and experiences. As such, I often incorporate a variety of discussions and activities aimed at applying concepts and theories to local data or recent events. Students not only enjoy being able to talk about events happening locally, but are able to see the way sociological thought can be applied to understanding of these cases. Below are two examples of how I incorporate this into my classes.

In Principles of Sociology (SOC 202), I have students gather data county level state data from the USDA Food Environment Atlas. Guided discussion questions about the data are then used to introduce concepts like food deserts and discuss issues around food inequality in the counties in our state.

In Social Deviance (SOC 206) the local discovery of corporate water pollution in the summer of 2017 is used to guide discussion on concepts like elite deviance, power, and the subjective nature of deviance.

Finally, I also use integrated data analysis (IDA) modules in my classes to allow students to explore what data analysis actually looks like from a sociological perspective. The use of IDA modules provides students with the opportunity to learn and apply course material through data analysis in the classroom by working in small groups to answer guided questions. As part of these modules students read articles prior to class and must answer questions about the readings. Once in class, students spend the period using PSPP (the open source

version of SPSS) to analyze a provided dataset and answer questions in small groups. Below I discuss two such examples.

In Principles of Sociology (SOC 202), students complete an IDA module focused on changing attitudes toward gay marriage. After reading two articles students answer questions about how LGBT attitudes have changed over time and what studies have shown to be important variables in these changing attitudes. In class, students then use data from the General Social Survey to examine correlates of pro-LGBT marriage attitudes over time, including education, region, and class. Students also perform crosstabs to see how these relationships vary. This module allows students to explore questions about attitudes among the general public and how these attitudes may or may not inform policy over time.

In Social Deviance (SOC 206), students spend the first part of the week learning about critical race theory. For the second half of the week, students read two articles and answer questions about the relationship between race and police shootings. Once in class, students explore a dataset from Mapping Police Violence which collects data from the three largest databases on police killings in the United States: FatalEncounters.org, the U.S. Police Shootings Database and KilledbyPolice.net. Students form hypotheses about relationship between the variables and then begin by running descriptive statistics before moving to a bivariate cross-tab and finally a linear regression. I provide students with the information needed to interpret their results. Ultimately, this module demonstrates that there is no statistically significant relationship between police shootings and crime rates, spurring discussion about their initial assumptions when beginning this exercise.

The use of these modules allows students to analyze data on their own and come to sociological conclusions and interpretations. This aids them in applying the material better than if I simply presented the data and often spurs discussion about the ways data can be used to answer different questions derived from the theories we discuss.

Student Evaluations

Table 1. Mean Scores for Quantitative Evaluation, Fall 2016- Spring 2018

Questions 1=Strongly Disagree...5=Strongly Agree	Fall 2016 Intro to Soc.	Spring 2017 Intro to Soc.	Summer 2017 Intro to Soc.	Fall 2017 Social Deviance	Spring 2018 Social Deviance
The instructors teaching aligned with the courses learning objectives/outcomes.	4.5*	4.8*	4.4*	4.9*	4.8*
The instructor was receptive to students outside the classroom.	4.6*	4.7*	4.5	4.8*	4.8*
The instructor explained material well.	4.5*	4.8*	4.4*	4.8*	4.8*
The instructor was enthusiastic about teaching the course.	4.1	4.6	4.5*	4.8*	4.9*
The instructor was prepared for class.	4.8*	4.9*	4.5	5.0*	4.9*
The instructor gave useful feedback.	4.3*	4.7*	4.5*	4.5*	4.9*
The instructor consistently treated students with respect.	4.7*	4.8*	4.6*	5.0*	4.9*
Overall, the instructor was an effective teacher.	4.6*	4.8*	4.5*	5.0*	4.9*
The course materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were valuable aids to learning.	4.5*	4.8*	4.2	4.9*	4.7*
The course assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were valuable aids to learning.	4.3*	4.7*	4.1	4.7*	4.7*
This course improved my knowledge of the subject.	4.6*	4.8*	4.5	4.9*	4.7*
Overall, this course was excellent.	4.4*	4.8*	4.4*	4.8*	4.8*
The instructor provided sufficient opportunities for interaction among students.	*DE	*DE	4.5	*DE	*DE
Course materials were consistently available in a timely fashion.	*DE	*DE	4.7	*DE	*DE
The instructor responded to the unique needs of distance learners.	*DE	*DE	4.5	*DE	*DE
Overall, the instructor created an effective distance learning environment.	*DE	*DE	4.6	*DE	*DE
Response Rate	81.48%	83.33%	25.00%	90.00%	86.67%

* denotes means that were higher than the department mean.

*DE denotes objectives that only apply to distance education courses and were thus not applicable.

In addition to the quantitative evaluations above, I have compiled and examined the qualitative portion of teaching evaluations for 3 years' worth of teaching at NC State. For the sake of brevity, I selected students' comments that represent patterns in the various strengths I have as a teacher. The course and semester of each comment is noted at the end in parentheses.

Sparking Their Sociological Imagination

I loved taking sociology with Sarah this semester. This was my first sociology class and she got me interested in the subject while I learned about real world information and techniques. Her attitude and knowledge about sociology motivated me to learn about the topics discuss in class. (Principles of Sociology, Fall 2016)

I honestly enjoyed this course. It caused me to analyze and view everyday situations and scenarios differently. I also became more aware of things that happen in society that I do not typically think about or things that have happened in my life that were sociological issues but never noticed. (Social Deviance, Fall 2017)

Great teacher. Thought I would have no interest in Sociology but Sarah made it interesting and worthwhile as an effective and knowledgeable teacher. (Principles of Sociology, Spring 2017)

Very eloquent speaker and clearly new what she was talking about. Never had a boring class. Recognized that we were all adults and introduced us to information that was geared more for adults than high school students. (Principles of Sociology, Spring 2017)

Applying Theories and Concepts

The videos throughout the PowerPoints were very helpful in connecting the information to the real world. The documentaries helped explain key concepts and helped a lot with understanding the practicality of the chapter. The papers helped connect the concepts of other chapters and helped understand the information as a whole. (Principles of Sociology, Fall 2016)

Professor Hupp Williamson was very receptive to the needs of students and flexible regarding teaching methods if students were unable to understand a concept in one format. She was clearly passionate about the topic and used effective and well sourced examples to further develop understanding. (Social Deviance, Spring 2018)

This was one of my favorite classes this semester and a lot of that had to do with the instruction. Ms. Hupp Williamson not only presented the necessary material, but supplemental videos and readings that were both intriguing and helped contribute to my overall understanding of the core material. (Principles of Sociology, Spring 2017)

The in class activities were very helpful and engaging for me and seemed to be a very helpful tool to learn with. (Social Deviance, Fall 2017)

Passionate Teaching

Sarah, was a wonderful teacher I loved her lectures which included many opportunities for me to ask questions and talk about topics. A strength of Sarah teaching was her energetic lectures and her willingness to listen to the students in office hours or in class. She was very passionate about her class and what she was teaching and was open to letting us speak freely and honestly. She also answered students' questions enthusiastically and thoroughly. (Social Deviance, Fall 2017)

Prof. Sarah Hupp Williamson is very good teacher, she understands the material and is very aware of how to handle a classroom setting. She knew how to handle topics that may be seen as risky to discuss within a classroom setting and always kept the room in a place that she had total control and the conversations in a good manner on topic. She will do great with whatever class she teaches and truly is passionate about sociology and teaching. (Social Deviance, Spring 2018)

Ms. Hupp Williamson was overall a great teacher. She was well-spoken, very knowledgeable about the topics and kept an open mind when listening to students. Too often I think Professors and Instructors only half-listen to students' points and theories and quickly dismiss them. In contrast, Ms. Hupp Williamson listened to us and provided useful feedback, above all she was honest in the constraints of the field we studied. She was extremely friendly, on-time, and I really enjoyed the use of multimedia mediums during class, with an hour and fifteen minute class period even the most interesting topics seem to drag on and lose their attraction. (Social Deviance, Fall 2017)

More Than Just a Lecture

Having the ability to look at the data and research articles involved with the lessons were valuable. (Principles of Sociology, Fall 2016)

[The instructor] thoroughly explained topics and gave good real-life examples and activities. (Principles of Sociology, Spring 2017)

I really enjoyed this class, I like how much information you provided and how you were helpful in regards to questions about the subject. It was interesting to hear you talk about social issues that were happening in North Carolina because it made it more relatable since it was happening in our own state. (Social Deviance, Spring 2018)

Overall, the course kept my interest and it was very well structured. The instructor's utilization of new media made the topics easier to follow. It's great not just reading from textbooks. (Social Deviance, Spring 2018)

Classroom Observation Report

Instructor: Sarah Hupp Williamson
Observer: Dr. Stacy De Coster
Course #: SOC 206 (Social Deviance)
Date: January 22, 2018

Rank: Graduate Student Instructor
Rank: Professor
Class Size: 25

The goal of the observed class was for the students to explore sociologically what is meant by the concept of deviance and various approaches (subjective, objective, and critical) to studying and discussing deviance. In particular, the observed class period emphasized that deviance can take many different forms (e.g., behaviors, attitudes, appearance, beliefs, lifestyle), deviance and crime sometimes overlap but are not equivalent, and what is considered deviant is reflective of time, place, context, and perspective (i.e., deviance as a social construct).

Sarah provided her students with a highly interactive classroom in which she moved seamlessly from various group activities, group discussions, classroom discussions, and video clips that all weaved together in ways that allowed students to grow to understand the diversity of deviance, ways of studying deviance, and shifting definitions of deviance across time, place, and context. The class and small group discussions focused on various forms of physical deviance, sexual deviance, and deviance in cyberspace with an emphasis on the fact that what was considered deviant in the past is often not considered deviant today (e.g., inter-racial marriage, homosexuality), things considered deviant in one setting may not be considered to be as deviant in another (e.g., arm sleeve tattoo on your medical doctor versus your mechanic), and sometimes we have to make up norms defining what is deviant and not deviant as we go (e.g., understanding what is acceptable and unacceptable in cyberspace). These themes were highlighted in ways that were captivating to the students and allowed them to critically think through the material. Sarah engaged a variety of activities and video clips in the classroom. I will discuss only a few:

- One of the classroom activities had students filling out a form labeled “Deviance as a Social Construct” in which students were to pretend they were an adoption social worker trying to choose the best home placement for a child. The students were told that all the homes were to be considered identical with the exception of the short pieces of extra information they were offered to differentiate the homes (e.g., one family included a transsexual adult as a parent; one family adheres to extremely traditional gender roles; one family is Christian Scientists who do not believe in using any medicine; one family lives in a nudist colony; etc). After ranking the homes individually, students compared their answers in small groups, and then the class discussed their top rankings and bottom rankings with students offering explanations for why they ranked certain families higher than others. Students were eager to offer their rankings and explanations for various rankings. After their discussion, Sarah emphasized that none of the behaviors in the list

were criminal, none of the behaviors were inherently deviant, and similarity in the classroom with respect to the rankings was likely a byproduct of the similarity of perspective in the room (the students in the room were all similar in age, race, and nationality). She, then, asked the students to discuss if they were taking an objective, subjective, or critical approach to deviance in their discussions. The students responded eagerly.

- As part of the class discussion, Sarah presented students with the most frequent responses to the question, “What is Deviant?” in Simmons’ (1965) study. The most frequent response in the study was homosexual, followed by drug addicts, alcoholics, prostitutes, murderers, criminals, lesbians, delinquents, beatniks, mentally ill, perverts.....The students readily registered how different the responses would be today, emphasizing that homosexuality would not be near the top of the list. Several students offered insights and questions related to the placement of murder on the list, the relative rank of homosexuals and lesbians, and the inclusion of mental illness as deviance. Throughout the discussion, Sarah guided them to the realization of how differently people might respond today to the question, “What is Deviant?” underscoring the changing definitions of deviance over time.
- The class watched a video clip on revenge porn that helped underscore that norms and laws do not always keep up with new forms of deviance. The video clip was of a young woman who took her ex-partner to court for distributing sexually graphic images of her on the internet. The clip showed the toll this had on the woman, as well as how quickly the images replicated on the internet and were not about to go away (despite the best efforts of a paid takedown service). Discussion of the court case in the clip emphasized that there were no direct laws to guide the proceedings and that laws created outside the context of revenge porn – e.g., laws related to causing intentional emotional distress – had to be relied upon in this case.

There were additional activities and discussions – all as compelling as those discussed – throughout the class period. And, Sarah continuously linked the information students were discussing to various approaches to deviance, asking the students to identify and articulate if their discussions were taking a subjective, objective, or critical approach to deviance. In addition, she introduced the students to a variety of sociological concepts and categories in their discussions (including distinctions between norms, mores and crime, discussions of stereotypes and controlling images, and a broader foray into labeling theory).

The classroom discussion was organized in a manner that was easy to follow and that allowed Sarah to meet her goal of having the students actively explore and grow to understand deviance as a diverse and socially constructed phenomenon. The class exercises, video clips, and various interactive activities were expertly placed throughout the class period in ways that made the classroom entirely interactive and interesting to the students. The class seemed to fly by as

students interactively walked through a variety of sociological concepts, articles, and themes related to deviance.

Sarah's students were highly engaged in the classroom discussion, with nearly all the students offering input during the class discussion. It was obvious that the students were stimulated by the material and were capable of making appropriate connections between sociological concepts, understandings of various forms of deviance, course readings, video clips, and the small exercises they did in the class period. The students were fully engaged in the class and felt very comfortable and confident in their intellectual abilities. I was impressed to see that through the use of a variety of teaching tools that were engaging and interesting, Sarah has been able to cultivate (within the first couple weeks of classes) a classroom full of students who are ready to engage actively with her, their classmates, and the sociological material. Sarah is also highly engaged with her students, highlighting the intellectual worth of their contributions to the class discussions.

Ultimately, the classroom activities coalesced wonderfully to meet the goal of understanding deviance as diverse and as a social construction. On a final note, I am most certain that Sarah is among our best (if not the best) graduate student instructors. She has done a fantastic job at making her class fully interactive and interesting while also keeping it sociologically focused and at a high level intellectually. She is to be commended for her teaching prowess.

Mentoring Statement

Mentoring is a role that is often thrust upon us, though we give little thought to the kinds of mentors we want to be and what we hope to achieve through our mentoring. My philosophy of mentoring is to be inclusive, insightful, and interfering.

I am inclusive in two ways. First, intersectionality is crucial to my mentoring praxis. This means that I strive to be aware and understanding of differences, recognizing the role of gender, race, class, sexuality, disability and more. More than just understanding though, I provide access to networks and opportunities that extend beyond support. Second, intersectionality means reflecting on how my own words, actions, and behaviors may affect others and being mindful of the fact that different needs may require different strategies.

Incorporating insightfulness into my mentoring is an extension of the first. This means that I not only cultivate an environment which is open and inviting, but also recognize ways to move venting sessions into problem-solving sessions. I see my role as mentor as one that guides and assists rather than steers. This includes offering multiple pathways of advice.

Finally, I aim to interfere. Though this word is often thought of in the negative sense, here I frame it as a positive. I interfere by reaching out rather than waiting. I interfere by offering ideas or solutions that may help prevent problems from occurring in the first place. I am also reflexive in my interference by actively seeking out networks and resources outside my current knowledge base so that I may provide the best mentoring possible. This includes things such as participating in the college lead peer mentoring workshop, the department peer mentoring program, and the department student government.

Through these actions I hope to create another “I”—independence. By empowering those that I mentor in their decisions they can have the confidence to go forward with the knowledge, resources, and networks necessary to be successful.

SOC 206: Social Deviance Sample Syllabus

Instructor Information

Instructor

Sarah Hupp Williamson
(I go by both last names)

Email

shwilli2@ncsu.edu
(see email guidelines)

Office Location & Hours

1911 Building Room 332
Tuesday and Thursday 12-1:00pm
Or by appointment

General Information

Course Description

Deviance has been an inexhaustible subject of inquiry, as well as a major source of employment, not only for those who have made a "career" of their deviance but, among others, for the legal profession, the police, criminologists, penologists, psychologists, social workers, and, of course, sociologists. All have been concerned with the obvious questions: Why do people deviate? How can this be stopped? How can we keep them from doing it again? The Deviant, however, is not an unchanging social role: public attitudes change, becoming more "liberal," or more "conservative," more or less punitive, more or less "scientific," more or less "moralistic." Not surprisingly, this ebb and flow in how laws, norms, and sanctions are thought about is reflected in what is and is not considered deviant, in social control practices, and in the study of deviance.

This course will present an overview of the various approaches to the study of deviance. By the end of the semester, students will have been exposed to and will be expected to have a solid grasp on the major sociological perspectives on deviant behavior and, more importantly, they will learn that the study of those modes of personal conduct that a society relegates to the status of "outsiders" offers a vital glimpse into the nature of that society as a whole. Throughout our examination of deviance, most of the research focuses on things like mental illness, violent crime, gangs, drug and alcohol abuse, "cults," and suicide. We will certainly examine those topics in this class, but we also will study the deviance of corporations, professionals, and government officials. In examining those and other types of elite deviance, we will explore how social control weighs less heavily "at the top" where people have more power.

Expectations and Objectives

Per the catalog description this course will cover the social processes in the creation and maintenance of deviant populations: including classification, objectification of social meanings, functions of subcultures and social outcomes of the deviance-ascription process. This includes core sociological concepts, methods, and theories.

By the end of this course you should be able to:

1. Discuss the nature and meaning of deviant behavior.
2. Understand how deviance is socially constructed.
3. Demonstrate an understanding of major theoretical perspectives.
4. Discuss deviance through a sociological lens.
5. Apply major sociological theories to a variety of deviant acts.

As a General Education Program social science requirement, this course will also prepare you to:

1. Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes; and
2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes; and
3. Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

Teaching Philosophy

My philosophy of teaching can better be described as a philosophy of learning. I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. However, in order for this to be a valuable educational experience, you must be an effective student. What you will gain from this course depends upon your investment in learning; this includes preparing for class beforehand by reading the materials and being ready for discussions. Learning relies upon the interaction between you, me, and the course material; thus, it is your investment in this interaction that will drive your mastery of this course.

Course Materials

Required Text

This course requires no textbook. Instead, readings will be posted onto the course Moodle page.

Course Activities and Grading

There are 5 areas for which you will be assessed. Moodle is used to post grades throughout the course.

Activity	% of Final Grade
Attendance and Participation	5%
Reading Quizzes	5%
IDA Modules	15%
Film Response Papers	45%
Exams	30%

Attendance and Participation (5%)

Attending class, and being an active participant during class, is crucial to this course. The lectures are designed to build upon, integrate, and clarify your readings. For this reason, it is imperative that you have read that days readings prior to class. Many days there will be in class activities, and if you are absent you cannot participate in the activity and your grade will suffer.

Studying sociology and deviance will necessitate discussions on topics such as sexual orientation, sexism, racism, classism, religion, politics, power and privilege. Discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Sometimes the literature and media on deviance contains potentially offensive language and images because of the historical period in which the author was writing, because images can illustrate relevant concepts, or because authors or media use interview to communicate a point of view. These materials should be read or viewed in those contexts, and discussed with the professor whenever there are questions or concerns.

Attendance is required, and will be recorded every class period. Absences due to illness, family emergency, university business or similar situations may be excused with appropriate supporting documentation (e.g. medical release form, funeral program, official NCSU correspondence, official court document, etc.). Failure to provide adequate documentation within one week after the return to class will result in an unexcused absence. You are allowed three unexcused absences.

Reading Quizzes (5%, 10 at 0.5% each)

Throughout the semester there will be frequent and unannounced quizzes on the readings and other course content at the beginning of class. Quizzes are not meant to make the course more challenging, but operate as a structured incentive to complete your readings on time, come to class, participate, etc. Doing so will make it easier to understand course material and participate in discussion, and will reduce the need for cramming prior to exams. These quizzes are not meant to be difficult or cause anxiety. If you have done the readings you will be able to easily complete the quiz.

IDA Modules (15%, 3 at 5% each)

Students are required to participate in three integrated data analysis modules throughout the semester, each worth 5% of your final grade. IDA modules provide students the opportunity to learn course material through data analysis in the classroom. You will complete each on the dates specified on the course schedule. These modules will be completed in groups and you must be present on the scheduled day in order to receive credit.

Application Essays (45%, 3 at 15% each)

Throughout this course we will watch three documentaries. These align with topics in the book, and bring an audiovisual and humanizing element to our discussions. In combination with the readings, these documentaries add complexity to our critical thinking.

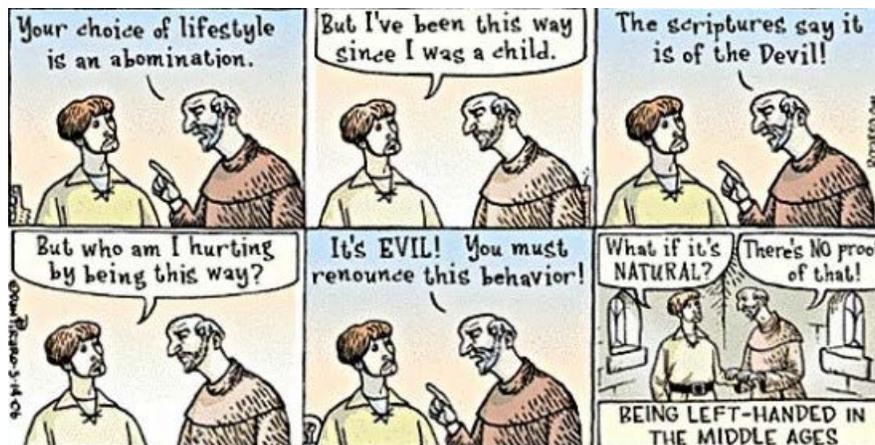
Following each film you will write an application essay integrating the film's content with course lectures, readings, and concepts. Each paper is worth 15% of your final grade. In these short papers you must connect the documentary with the lectures, readings, and course concepts. We will talk about these more as they get closer but you can check the course Moodle page for further instructions and a grading rubric for this assignment.

Exams (30%, 2 at 15% each)

In this class there will be a midterm and final exam, each worth 15%. The type of questions on the exams will vary, but will typically include some combination of multiple-choice, matching, true/false, short answer, and short essay.

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	



By Dan Piraro, 2006.

Additional Information

Classroom Guidelines

The use of laptops is not permitted in this course, barring accommodation for students with disabilities. Cell phones are to be silenced, and put away. If I see you using your phone during class, your attendance and participation grade will be docked. Be sure to review the attendance and participation section for information related to appropriate behavior during discussion. In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Email Guidelines

Reference SOC 206 in the subject line of all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 48 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Grading Policy

Evaluation of a student's performance in a particular course or section is the prerogative of the faculty member. No grade assigned to a student in a particular course or section may be changed without the consent of the instructor responsible for that course or section. Occasionally, students are unsatisfied with some dimension of the course. If you have a concern at any time during the course, please come speak with me directly either during office hours or by appointment. If you want to appeal a grade, you must prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. Note that this does not guarantee a grade will be changed.

Late Work Policy

Coursework that is late will not be accepted and be given a grade of 0, barring extenuating and documented circumstances. If you have an excused absence on the day of the exam you must contact me to reschedule it.

Class Cancellation Policy

In the event that class is canceled, either for weather or illness of the instructor, students are expected to come to the next class meeting having read the material for both class meetings, and having completed any assignments due on those dates.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. Further, I maintain the right to report students to student conduct and/or fail them in the class. Please refer to the NCSU Code of Student Conduct Policy (NCSU POL 11.35.1) and Pack Pledge for the University's statement on academic integrity.

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

Disclosure

For use in courses with online exchanges among students and the instructor, but NOT persons outside the course (e.g., wrapped): Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

N.C. State Policies, Regulations, and Rules

Students are responsible for reviewing the NC State University PRR's located at <http://oucc.ncsu.edu/course-rights-and-responsibilities> which pertains to their course rights and responsibilities.

Course Schedule

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
Week 1: Introduction to Deviance	
Thurs. Aug. 23rd	Mills 1959: The Sociological Imagination Inderbitzin, Bates, and Gainey 2017: Introduction to Deviance
Week 2: Researching Deviance	
Tues. Aug. 28th	Inderbitzin, Bates, and Gainey 2015: Researching Deviance
Thurs. Aug. 30th	IDA Module Reading Questions Due on Moodle by 1:35pm Neuendorf 2016: Defining Content Analysis Clark 2003: The Death and Life of Punk, The Last Subculture
Fri. Aug. 31st	IDA Module Analysis 1 Due by 11:55pm on Moodle
Week 3: Theories of Deviance: Control and Strain	
Tues. Sept. 4th	Hirschi 2010: Social Control Theory Gottfredson and Hirschi 1990: A General Theory of Crime
Thurs. Sept. 6th	Merton 1938: Social Structure and Anomie Agnew 1992: Foundation for a General Strain Theory of Crime and Delinquency
Week 4: Theories of Deviance: Social Disorganization	
Tues. Sept. 11th	Inderbitzin, Bates, and Gainey 2015: Social Disorganization Theory
Thurs. Sept. 13th	No readings – begin work on essay
Mon. Sept. 17th	Film Application Essay 1 Due By 11:55pm on Moodle
Week 5: Theories of Deviance: Differential Association and Social Learning	
Tues. Sept. 18th	Sutherland 1947: Differential Association Sykes and Matza 1957: Techniques of Neutralization
Thurs. Sept. 20th	Burgess and Akers 1966: A Differential Association-Reinforcement Theory of Criminal Behavior Becker 1953: Becoming a Marihuana User
Week 6: Theories of Deviance: Conflict and Critical	
Tues. Sept. 25th	Spitzer 1975: Toward a Marxian Theory of Deviance Beckett and Herbert 2010: Penal Boundaries: Banishment and the Expansion of Punishment Oremus 2012: Did Obama Hug a Radical?
Thurs. Sept. 27th	IDA Module Reading Questions 2 Due on Moodle by 1:35pm Chaney and Robertson 2013: Racism and Police Brutality in America Ross 2015: A Multi-Level Bayesian Analysis of Racial Bias in Police Shootings at the County-Level in the United States, 2011-2014
Fri. Sept. 28th	IDA Module Analysis 2 Due by 11:55pm on Moodle
Week 7: Theories of Deviance: Labeling	
Tues. Oct. 2nd	Becker 2010: Labeling Theory Chambliss 1973: The Saints and the Roughnecks

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
Thurs. Oct. 4th	No Class – Fall Break
Week 8: Labeling Theory Cont. + Midterm Exam	
Tues. Oct. 9th	Goode and Ben-Yahuda 1994: Moral Panics: Culture, Politics, and Social Construction
Thurs. Oct. 11th	Midterm Exam
Week 9: Topics of Deviance: Mental Illness + Drugs	
Tues. Oct. 16th	Link et al. 1989: A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment Scott 2006: The Medicalisation of Shyness: From Social Misfits to Social Fitness
Thurs. Oct. 18th	Conrad 2005: The Shifting Engines of Medicalization Durkin et al. 2010: Binge Drinking on College Campuses
Week 10: Topics of Deviance: Corporate Deviance	
Tues. Oct. 23rd	Friedrichs 2007: Organizational Deviance Passas 1990: Anomie and Corporate Deviance
Thurs. Oct. 25th	No readings – begin work on essay
Mon. Oct. 29th	Film Application Essay 2 Due By 11:55pm on Moodle
Week 11: Topics of Deviance: Race + Positive Deviance	
Tues. Oct. 30th	Oliver 2003: African American Men as “Criminal and Dangerous”: Implications of Media Portrayals of Crime on the “Criminalization” of African American Men Marvasti 2011: Being Middle Eastern American: Identity Negotiation in the Context of the War on Terror
Thurs. Nov. 1st	Heckert and Heckert 2002: A New Typology of Deviance: Integrating Normative and Reactivist Definitions of Deviance
Week 12: Topics of Deviance: Gender + Sexuality	
Tues. Nov. 6th	Gadsden 2007: Gender and Deviance Bemiller 2016: Contested Stigma in Sport: Men who Cheer
Thurs. Nov. 8th	IDA Module Reading Questions 3 Due on Moodle by 1:35pm Pew 2013: Growing Support for Gay Marriage: Changed Minds and Changing Demographics Homosexuality: Departing from Deviance
Fri. Nov. 9th	IDA Module Analysis 2 Due by 11:55pm on Moodle
Week 13: Topics of Deviance: Subcultural Deviance	
Tues. Nov. 13th	Berard 2007: Subcultural Deviance Haenfler 2016: Heavy Metal—Moral Panics, Satanic Scares, and Moral Entrepreneurs
Thurs. Nov. 15th	No readings – begin work on essay
Mon. Nov. 19th	Film Application Essay 3 Due By 11:55pm on Moodle
Week 14: Topics of Deviance: Physical Deviance	
Tues. Nov. 20th	Gimlin 2007: Abominations of the Body Thomas 2012: Sick/Beautiful/Freak: Nonmainstream Body Modification and the Social

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
	Construction of Deviance
Thurs. Nov. 22nd	No Class – Thanksgiving
Week 15: Topics of Deviance: Career Deviance/Deviant Careers + Food and Fashion	
Tues. Nov. 27th	Groenemeyer 2007: Deviant Careers Adler and Adler 1983: Shifts and Oscillations in Deviant Careers: The Case of Upper-Level Drug Dealers and Smugglers
Thurs. Nov. 29th	Boyle 2011: Vegetarianism and Fruitarianism as Deviance Harman 1985: Acceptable Deviance as Social Control: The Cases of Fashion and Slang
Week 16: Topics of Deviance: The Environment	
Tues. Dec. 4th	Brisman 2015: Environmental Harm as Deviance and Crime
Thurs. Dec. 7th	Sweeney 2015: It's the Second Dirtiest Thing in the World—And You're Wearing It
Week 17: Finish Line	
Tues. Dec. 18th	Final Exam: 1PM to 4PM in Winston 114

*Course schedule is subject to change, however in the case that it does, students will receive appropriate notification.

Important Due Dates

Project	Due Date
IDA Module 1 Reading Questions	Thursday August 30 th
IDA Module 1 Analysis	Friday August 31 st
Application Essay 1	Monday September 17 th
IDA Module 2 Reading Questions	Thursday September 27 th
IDA Module 2 Analysis	Friday September 28 th
Midterm Exam	Thursday October 11 th
Application Essay 2	Monday October 29 th
IDA Module 3 Reading Questions	Thursday November 8 th
IDA Module 3 Analysis	Friday November 9 th
Application Essay 3	Monday November 19 th
Final Exam	Tuesday December 18 th

SOC/CRM 306: Criminology Sample Syllabus

Instructor Information

Instructor

Sarah Hupp Williamson
(I go by both last names)

Email

shwilli2@ncsu.edu
(see email guidelines)

Office Location & Hours

1911 Building Room 332
Tuesday and Thursday 12:00-
1:00pm
Or by appointment

General Information

Course Description

Some have argued that we are a nation both afraid of and obsessed with crime. On the nightly televised news, on the front page of the local newspaper, and through the speakers in our car radios, we see, read, and hear about law making, law breaking, and the social reactions to law breaking on an almost-daily basis. The primary objective of this course is to guide you in approaching crime empirically, but in a systematic fashion. This systematic approach characterizes the field of criminology—the scientific study of crime.

The study of crime includes examining research and theory as they relate to crime, deviance, and the criminal justice system. Specifically, this course is a survey of the nature, extent, correlates and etiology of crime, with an emphasis on sociological theories of crime. Topics include the social context of crime, crimes against persons and property, public order crimes and both informal and formal reactions to crime. This course is divided into three modules: (1) Foundations of Criminology; (2) Theories in Criminology; and (3) Crime Typologies.

Expectations and Objectives

Per the catalog description this course will cover the scientific study of the nature, extent, correlates and etiology of crime, with an emphasis on sociological theories of crime. Topics include crimes against persons and property, public order crimes, and both informal and formal reactions to crime.

By the end of this course you should be able to:

1. Develop an understanding of the nature and causes of crime
2. Describe and evaluate data sources on crime and victimization
3. Describe and critically assess the assumptions, propositions and supporting evidence pertaining to sociological and non-sociological theories of crime
4. Identify and discuss society's responses to criminal behavior

Teaching Philosophy

My philosophy of teaching can better be described as a philosophy of learning. I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. However, in order for this to be a valuable educational experience, you must be an effective student. What you will gain from this course depends upon your investment in learning; this includes preparing for class beforehand by reading the materials and being ready for discussions. Learning relies upon the interaction between you, me, and the course material; thus, it is your investment in this interaction that will drive your mastery of this course.

Course Materials

Required Text

This course requires one textbook. Supplemental readings will be posted onto the course Moodle page.
Walsh, Anthony, and Craig Hemmens. 2018. *Introduction to Criminology*, 4th edition. Sage Publishing. ISBN: 9781506399249 Cost: \$90 New

Course Activities and Grading

There are 4 areas for which you will be assessed. See percentage breakdowns of your final grade below. Moodle will be used to post grades throughout the course.

Activity	% of Final Grade
Attendance and Participation	10%
IDA Modules	15%
Exams	45%
Final Project	30%

Attendance and Participation (10%)

Attending class, and being an active participant during class, is crucial to this course. The lectures are designed to build upon, integrate, and clarify your readings. For this reason, it is imperative that you have read that days readings prior to class. Many days there will be in class activities, and if you are absent you cannot participate in the activity and your grade will suffer.

Studying crime and deviance will necessitate discussions on topics such as sexual orientation, sexism, racism, classism, religion, politics, power and privilege. Discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

Sometimes the literature and media on crime and deviance contains potentially offensive language and images because of the historical period in which the author was writing, because images can illustrate relevant concepts, or because authors or media use interview to communicate a point of view. These materials should be read or viewed in those contexts, and discussed with the professor whenever there are questions or concerns.

Attendance is required, and will be recorded every class period. Absences due to illness, family emergency, university business or similar situations may be excused with appropriate supporting documentation (e.g. medical release form, funeral program, official NCSU correspondence, official court document, etc.). Failure to provide adequate documentation within one week after the return to class will result in an unexcused absence. You are allowed three unexcused absences. Each additional absence will result in a one point drop in your final grade.

Throughout the semester there may be frequent and unannounced quizzes on the readings and other course content at the beginning of class. Quizzes are not meant to make the course more challenging, but operate as a structured incentive to complete your readings on time, come to class, participate, etc. Doing so will make it easier to understand course material and participate in discussion, and will reduce the need for cramming prior to exams. These quizzes are not meant to be difficult or cause anxiety. If you have done the readings you will be able to easily complete the quiz.

IDA Modules (15%, 3 at 5% each)

Students are required to participate in three integrated data analysis modules throughout the semester, each worth 5% of your final grade. IDA modules provide students the opportunity to learn course material through data analysis in the classroom. You will complete each on the dates specified on the course schedule. These modules will be completed in groups and you must be present on the scheduled day in order to receive credit.

Exams (45%, 3 at 15% each)

In this class there will be three exams, each worth 15%. The type of questions on the exams will vary, but will typically include some combination of multiple-choice, matching, true/false, short answer, and short essay.

Final Project (30%)

Students are required to work in a group to present on a relevant topic within the field of criminology. The purpose of this assignment is to analyze a subfield of criminology by using empirical research. You will present your final projects during the last week of class. More information about this project can be found on the course Moodle page.

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	



THE JUSTICE DEPARTMENT TAKES ON
WHITE-COLLAR CRIME

Additional Information

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Late Work Policy

Coursework that is late will not be accepted and be given a grade of 0, barring extenuating circumstances. If for some reason you encounter printer issues prior to class, please email your assignment to me prior to class. Emailed assignments will be docked 5 points. If you have an excused absence on the day of the exam you must contact me to reschedule it.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Non-participation in group projects is a form of cheating if a grade is accepted by a student who did not contribute to the finished work. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. Further, I maintain the right to report students to student conduct and/or fail them in the class. Please refer to the NCSU Code of Student Conduct Policy (NCSU POL 11.35.1) and Pack Pledge for the University's statement on academic integrity.

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Course Schedule

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
MODULE 1: FOUNDATIONS OF CRIMINOLOGY	
Week 1: Introduction to Criminology	
Thurs. Aug. 23rd	CH1: Introduction and Overview of Crime and Criminology
Week 2: Researching Crime + Crime Trends	
Tues. Aug. 28th	CH2: Measuring Crime and Criminal Behavior
Thurs. Aug. 30th	Blumstein 2006: The Crime Drop in America: An Exploration of Some Recent Crime Trends Lind and Lopez 2016: Why did crime plummet in the US?
Week 3: Controlling Crime	
Tues. Sept. 4th	Wakefield and Uggen 2010: Incarceration and Stratification Clear and Frost 2014: The Contours of Mass Incarceration
Thurs. Sept. 6th	IDA Module Reading Questions Due on Moodle by 1:35pm Chaney and Robertson 2013: Racism and Police Brutality in America, p.480-484 Ross 2015: A Multi-Level Bayesian Analysis of Racial Bias in Police Shootings at the County-Level in the United States, 2011-2014, p.1-18
Fri. Sept. 7th	IDA Module Analysis 1 Due by 11:55pm on Moodle
MODULE 2: THEORIES IN CRIMINOLOGY	
Week 4: Module 1 Exam + Early and Classical Theories	
Tues. Sept. 11th	Module 1 Exam
Thurs. Sept. 13th	CH4: The Early Schools of Criminology and Modern Counterparts
Week 5: Social Structural Theories: Strain and Anomie	
Tues. Sept. 18th	Merton 1957: Social Structure and Anomie Agnew 1992: Foundation for a General Strain Theory of Crime and Delinquency
Thurs. Sept. 20th	Lantigua-Williams 2016: Raise the Minimum Wage, Reduce Crime?
Week 6: Social Structural Theories: Social Disorganization	
Tues. Sept. 25th	Wilson and Kelling 1982: Broken Windows: The Police and Neighborhood Safety Sampson and Raudenbush 2001: Disorder in Urban Neighborhoods: Does It Lead to Crime?
Thurs. Sept. 27th	IDA Module Reading Questions 2 Due on Moodle by 1:35pm
Fri. Sept. 28th	IDA Module Analysis 2 Due by 11:55pm on Moodle
Week 7: Social Process Theories: Social and Self Control	
Tues. Oct. 2nd	Hirschi 1969: Social Control Theory Gottfredson and Hirschi 1990: A General Theory of Crime
Thurs. Oct. 4th	No Class – Fall Break

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
Week 8: Social Process Theories: Differential Association and Social Learning	
Tues. Oct. 9th	Sutherland and Cressey 1977: Differential Association Theory Sykes and Matza 1957: Techniques of Neutralization
Thurs. Oct. 11th	Burgess and Akers 1966: A Differential Association-Reinforcement Theory of Criminal Behavior Becker 1953: Becoming a Marihuana User
Week 9: Critical Theories: Marxist, Conflict, and Feminist	
Tues. Oct. 16th	CH7: Critical Theories: Marxist, Conflict, and Feminist
Thurs. Oct. 18th	CH7: Critical Theories: Marxist, Conflict, and Feminist
MODULE 3: CRIME TYPOLOGIES	
Week 10: Module 2 Exam + Public Order Crime	
Tues. Oct. 23rd	Module 2 Exam
Thurs. Oct. 25th	CH14: Public Order Crime Beckett and Herbert 2010: Penal Boundaries: Banishment and the Expansion of Punishment, p.1-16
Week 11: Property Crime	
Tues. Oct. 30th	CH13: Property Crime
Thurs. Nov. 1st	Wright and Decker 2016: Deciding to Commit a Burglary
Week 12: Violent Crime	
Tues. Nov. 6th	CH11: Violent Crimes
Thurs. Nov. 8th	Copes, Hochstetler, and Cherbonneau 2018: Getting the Upper Hand: Scripts for Managing Victim Resistance in Carjackings
Week 13: Elite Crime	
Tues. Nov. 13th	CH15: White-Collar and Organized Crime
Thurs. Nov. 15th	Simpson 2013: White-Collar Crime: A Review of Recent Developments and Promising Directions for Future Research, p.310-313
Week 14: Global Crime	
Tues. Nov. 20th	Chuang 2006: Beyond a Snapshot: Preventing Human Trafficking in the Global Economy
Thurs. Nov. 22nd	No Class – Thanksgiving
Week 15: Global Crime Cont.	
Tues. Nov. 27th	CH12: Terrorism
Thurs. Nov. 29th	IDA Module Reading Questions 3 Due on Moodle by 1:35pm Papacharissi and Oliveira 2008: News Frames Terrorism: A Comparative Analysis of Frames Employed in Terrorism Coverage in U.S. and U.K. Newspapers

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
Fri. Nov. 30th	IDA Module Analysis 3 Due by 11:55pm on Moodle
Week 16: Final Presentations	
Tues. Dec. 4th	Attendance is required on both days of final project presentations
Thurs. Dec. 7th	Attendance is required on both days of final project presentations
Week 17: Module 3 Exam	
Tues. Dec. 18th	Module 3 Exam: 1PM to 4PM in Winston 114

*Course schedule is subject to change, however in the case that it does, students will receive appropriate notification.

Important Due Dates

Project	Due Date
IDA Module 1 Reading Questions	Thursday September 6 th
IDA Module 1 Analysis	Friday September 7 th
Module 1 Exam	Tuesday September 11 th
IDA Module 2 Reading Questions	Thursday September 27 th
IDA Module 2 Analysis	Friday September 28 th
Module 2 Exam	Tuesday October 23 rd
IDA Module 3 Reading Questions	Thursday November 29 th
IDA Module 3 Analysis	Friday November 30 th
Module 3 Exam	Tuesday December 18 th

SOC/CRM 390: Green Criminology Sample Syllabus

Instructor Information

Instructor

Sarah Hupp Williamson
(I go by both last names)

Email

shwilli2@ncsu.edu
(see email guidelines)

Office Location & Hours

1911 Building Room 332
Tuesday and Thursday 12:00-
1:00pm
Or by appointment

General Information

Course Description

Green criminology refers to the study of those crimes and harms affecting the natural environment, the planet, and the associated impacts on human and non-human life. It includes not just violations of the law, but also individual and institutional, socially-accepted activities, behaviors, and practices. This course is intended to introduce students to the development of green criminology, the causes and consequences of green crimes, and responses to these consequences. As such the course is divided into three units. The first part will cover the development of green criminology including theories and methodologies. The second part will examine different forms of green crime (e.g., climate change, pollution, food crime). Finally, the course will evaluate responses to green crime, including media depictions, criminal justice legislation, and activism.

Expectations and Objectives

Per the catalog description this course will cover the scientific study of the nature, extent, and causes of green crime, with an emphasis on theories of green crime. This includes concerns with how green crime is conceptualized, law enforcement and punishment, or lack of punishment, in relation to such harms, how they should be understood and how they should be addressed. Topics include crimes of pollution, extraction, consumption, and both informal and formal reactions to crime.

By the end of this course you should be able to:

1. Define environmental and green crimes
2. Describe and assess the assumptions, propositions and supporting evidence pertaining to theories of green crime
3. Identify laws and databases used to define and measure green crimes
4. Identify and assess the causes and consequences of green crime
5. Identify and discuss society's responses to green crime

Teaching Philosophy

My philosophy of teaching can better be described as a philosophy of learning. I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. However, in order for this to be a valuable educational experience, you must be an effective student. What you will gain from this course depends upon your investment in learning; this includes preparing for class beforehand by reading the materials and being ready for discussions. Learning relies upon the interaction between you, me, and the course material; thus, it is your investment in this interaction that will drive your mastery of this course.

Course Materials

Required Text

This course requires one textbook. Supplemental readings will be posted onto the course Moodle page.
Lynch, Michael J., Michael A. Long, Paul B. Stretesky, and Kimberly L. Barrett. 2017. *Green Criminology: Crime, Justice, and the Environment*, 1st edition. University of California Press.
ISBN: 9780520289635 Cost: \$60 New

Course Activities and Grading

There are 4 areas for which you will be assessed. See percentage breakdowns of your final grade below. Moodle will be used to post grades throughout the course.

Activity	% of Final Grade
Attendance and Participation	10%
Application Essays	30%
Exams	40%
Final Project	20%

Attendance and Participation (10%)

Attending class, and being an active participant during class, is crucial to this course. The lectures are designed to build upon, integrate, and clarify your readings. For this reason, it is imperative that you have read that days readings prior to class. Many days there will be in class activities, and if you are absent you cannot participate in the activity and your grade will suffer.

Studying crime and deviance will necessitate discussions on topics such as sexual orientation, sexism, racism, classism, religion, politics, power and privilege. Discussions are for the purpose of critically examining various theories and concepts. It is not a forum for condemning or endorsing individuals' behaviors or belief systems. Students should be aware that, for any given topic, multiple perspectives will be discussed and that some perspectives will differ from your own personal beliefs. A respectful expression of an opinion that is different from your own should not be viewed as an attack on you as a person. However, if at any time another student causes you to feel threatened or uneasy, please bring it to my attention immediately.

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Attendance is required, and will be recorded every class period. Absences due to illness, family emergency, university business or similar situations may be excused with appropriate supporting documentation (e.g. medical release form, funeral program, official NCSU correspondence, official court document, etc.). Failure to provide adequate documentation within one week after the return to class will result in an unexcused absence. You are allowed three unexcused absences. Each additional absence will result in a one point drop in your final grade.

Throughout the semester there may be frequent and unannounced quizzes on the readings and other course content at the beginning of class. Quizzes are not meant to make the course more challenging, but operate as a structured incentive to complete your readings on time, come to class, participate, etc. Doing so will make it easier to understand course material and participate in discussion, and will reduce the need for cramming prior to exams. These quizzes are not meant to be difficult or cause anxiety. If you have done the readings you will be able to easily complete the quiz.

Application Essays (30%, 2 at 15% each)

Throughout this course we will watch two documentaries. These align with topics in the book, and bring an audiovisual and humanizing element to our discussions. In combination with the readings, these documentaries add complexity to our critical thinking.

Following each film you will write an application essay integrating the film's content with course lectures, readings, and concepts. Each paper is worth 15% of your final grade. In these short papers you must connect the documentary with the lectures, readings, and course concepts. We will talk about these more as they get closer but you can check the course Moodle page for further instructions and a grading rubric for this assignment.

Exams (40%, 2 at 20% each)

In this class there will be two exams, each worth 20%. The type of questions on the exams will vary, but will typically include some combination of multiple-choice, matching, true/false, short answer, and short essay. The final exam will be optional and can act to replace the grade of a previous exam.

Final Project (20%)

For the final project you will complete a geographic area analysis. This project requires that you use the databases we will examine in this course to create an environmental profile of a local area such as a city or county. The profile should (1) examine the level and types of pollution in the area, (2) the effects of pollution on local populations, (3) major polluters in the area, (4) the number of hazardous waste sites, (5) government efforts to remedy the problems, and (6) any infamous cases in the area. You can select ANY location in the US for this project. This assignment may include materials such as diagrams, pictures or other relevant graphics. More information about this project can be found on the course Moodle page.

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	



Additional Information

Classroom Guidelines

The use of laptops is not permitted in this course, barring accommodation for students with disabilities. Cell phones are to be silenced, and put away. If I see you using your phone during class, your attendance and participation grade will be docked.

Be sure to review the attendance and participation section for information related to appropriate behavior during discussion. In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Email Guidelines

Reference SOC 206 in the subject line of all email messages and use proper punctuation and grammar (this includes respectfully addressing the beginning of the email). Please allow 48 hours response time Monday – Friday, and any email messages sent over the weekend will be returned the following Monday.

Grading Policy

Evaluation of a student's performance in a particular course or section is the prerogative of the faculty member. No grade assigned to a student in a particular course or section may be changed without the consent of the instructor responsible for that course or section. Occasionally, students are unsatisfied with some dimension of the course. If you have a concern at any time during the course, please come speak with me directly either during office hours or by appointment. If you want to appeal a grade, you must prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. Note that this does not guarantee a grade will be changed.

Late Work Policy

Coursework that is late will not be accepted and be given a grade of 0, barring extenuating circumstances. If for some reason you encounter printer issues prior to class, please email your assignment to me prior to class. Emailed assignments will be docked 5 points. If you have an excused absence on the day of the exam you must contact me to reschedule it.

Academic Integrity

Cheating will not be tolerated at any level. This includes but is not limited to copying others' answers on tests, plagiarism, and any unauthorized assistance with homework assignments or papers. No excuses will be accepted. Work you complete is to be uniquely your own, or that of you and your partner(s) when instructed. Non-participation in group projects is a form of cheating if a grade is accepted by a student who did not contribute to the finished work. Any work that is, in part or in full, inadequately cited, copied from another student, a book, or the Internet will receive a zero. Further, I maintain the right to report students to student conduct and/or fail them in the class. Please refer to the NCSU Code of Student Conduct Policy (NCSU POL 11.35.1) and Pack Pledge for the University's statement on academic integrity.

Services for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

Disclosure

For use in courses with online exchanges among students and the instructor, but NOT persons outside the course (e.g., wrapped): Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

N.C. State Policies, Regulations, and Rules

Students are responsible for reviewing the NC State University PRR's located at <http://oucc.ncsu.edu/course-rights-and-responsibilities> which pertains to their course rights and responsibilities.

Course Schedule

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
UNIT 1: FOUNDATIONS OF GREEN CRIMINOLOGY	
Week 1: Introduction to Green Criminology	
Thurs. Aug. 23rd	White 2003: Environmental issues and the criminological imagination CH1: Introduction: Green Criminology and Political Economy
Week 2: Theories of Green Crime	
Tues. Aug. 28th	Lynch and Stretesky 2003: The meaning of green: contrasting criminological perspectives
Thurs. Aug. 30th	Nurse 2016: An Introduction to Green Criminological Theories
Week 3: Studying Green Crime	
Tues. Sept. 4th	CH2: The State of Green Criminology
Thurs. Sept. 6th	Heckenberg and White 2013: Innovative approaches to researching environmental crime
Week 4: Unit 1 Exam	
Tues. Sept. 11th	Lynch, Burns, and Stretesky 2014: Environmental Crime Data and Its Uses Exploring Databases: Right to Know
Thurs. Sept. 13th	Unit 1 Exam
UNIT 2: EXAMPLES OF GREEN CRIME	
Week 5: Crimes of Pollution	
Tues. Sept. 18th	CH3: Pollution Crimes
Thurs. Sept. 20th	Hall and Farrall 2013: The criminogenic consequences of climate change: Blurring the boundaries between offenders and victims
Week 6: Crimes of Pollution + Crimes against Health	
Tues. Sept. 25th	Exploring Databases: Scorecard
Thurs. Sept. 27th	CH5: Crimes of Ecological Additions and Illness Shriver and Waskul 2006: Managing the Uncertainties of Gulf War Syndrome: The Challenges of Living with Contested Illness
Week 7: Crimes against Communities	
Tues. Oct. 2nd	CH7: Toxic Towns and Studies of Ecologically Devastated Communities Shriver, Adams and Cable 2014: Power, Quiescence, and Pollution: The Suppression of Environmental Grievances
Thurs. Oct. 4th	No Class – Fall Break
Week 8: Crimes of Extraction	
Tues. Oct. 9th	CH4: Withdrawal Crimes
Thurs. Oct. 11th	van Solinge and Kuijpers 2013: The Amazon Rainforest: A green criminological perspective

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date	Readings and Assignments Due
Week 9: Crimes of Consumption	
Tues. Oct. 16th	CH6: Crimes of Overproduction and Overconsumption Heckenberg 2010: The global transference of toxic harms.
Thurs. Oct. 18th	Sweeney 2015: It's the Second Dirtiest Thing in the World—And You're Wearing It
Mon. Oct. 22nd	Application Essay 1 Due by 11:55pm on Moodle
Week 10: Crimes against Wildlife	
Tues. Oct. 23rd	CH8: Wildlife Trafficking, Smuggling, and Poaching
Thurs. Oct. 25th	Wellsmith 2010: The applicability of crime prevention to problems of environmental harm: a consideration of illicit trade in endangered species
Week 11: Unit 2 Exam	
Tues. Oct. 30th	Review for Unit 2 Exam
Thurs. Nov. 1st	Unit 2 Exam
UNIT 3: RESPONSES TO GREEN CRIME	
Week 12: Media Depictions of Green Crime	
Tues. Nov. 6th	Brisman and South 2014: Constructions of Environmental Harm
Thurs. Nov. 8th	Allan, Adam, and Carter 2000: Introduction: The media politics of environmental risk
Week 13: Legal Responses to Green Crimes	
Tues. Nov. 13th	CH10: The Treadmill of Environmental Law
Thurs. Nov. 15th	Lynch, Burns, and Stretesky 2014: Enforcing Environmental Laws and Regulations
Week 14: Legal Responses to Green Crimes	
Tues. Nov. 20th	Lynch, Burns, and Stretesky 2014: An Overview of Environmental Crime Investigation
Thurs. Nov. 22nd	No Class – Thanksgiving
Week 15: Activism and Green Crime	
Tues. Nov. 27th	Exploring Databases: EPA's ECHO
Thurs. Nov. 29th	Brisman and South 2014: Resistance to Environmental Harm
Week 16: Activism and Green Crime	
Tues. Dec. 4th	CH11: Environmental Social Movements and Environmental Nongovernmental Organizations
Thurs. Dec. 7th	Kelly 2016: DuPont's deadly deceit: The decades-long cover-up behind the "world's most slippery material"
Mon. Dec. 11th	Application Essay 2 Due by 11:55pm on Moodle

****Note that many times you are reading excerpts from an article or book. See Moodle for page numbers.****

Class Date

Readings and Assignments Due

Week 17: Optional Unit 3 Exam + Final Project

Tues. Dec. 18th **Optional Unit 3 Exam: 1PM to 4PM in Winston 114**

Thurs. Dec. 20th **Final project due by 11:55pm on Moodle**

*Course schedule is subject to change, however in the case that it does, students will receive appropriate notification.

Important Due Dates

Project	Due Date
Unit 1 Exam	Thursday September 13 th
Application Essay 1	Monday October 22 nd
Unit 2 Exam	Thursday November 1 st
Application Essay 2	Monday December 11 th
Optional Unit 3 Exam	Tuesday December 18 th
Final Project	Thursday December 20 th
