

## **CJ 5342 Women in Policing**

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### **Books:**

Hassell, Kimberly D., Carol A. Archibold, and Dorothy Moses Schulz (2011) *Women and Policing in America: Classic and Contemporary Readings*. Wolters Kluwer. ISBN: 9781454802426

**Course Description:** This course will cover topics relating to women in law enforcement positions across America. Topics will cover both historical and contemporary perspectives on how women began in policing and where they are now. The experiences of women of color in law enforcement will also be covered.

### **Criminal Justice Graduate Student Learning Outcomes (SLOs):**

**CJ SLO 1.** The student will be able to identify, assess and compare policy processes and outcomes in Criminal Justice and various legal challenges to laws and policies within Criminal Justice.

**CJ SLO 2.** The student will be able to identify and apply criminological theories and competing theory arguments.

**CJ SLO 3.** The student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.

### **Course Learning Objectives:**

At the end of the course students will have developed the ability to analyze the impact of women as law enforcement officers. Students will also be able to evaluate the progress women have made in the field in relation to equality with male officers.

This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

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As this is a graduate course, students will be expected to be self-motivated, and work independently. Standards for graduate courses are higher than those for undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported promptly or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

**Requirements:** Final grades for this course will be based on your performance on the following items: 3 Exams (20% each), Discussion Questions (25%), 3 news assignments (15%).

**Tests:** The exams for this course will consist of essay (at least 3 paragraphs - intro, body, conclusion) questions. The Exam schedule is posted under the Quiz, Test, Exam section of the course. **There will be no make-ups for these exams.** The exams will each cover 1 book. Books will be used in the order printed on the front page of the syllabus. Each exam will also relate to the questions on the Discussion Board. As such students are expected to read the responses to the Discussion Questions carefully and to do any research needed to master the information presented.

**News Assignment:** Students will be required to find 3 news items related in some way to women in law enforcement. Students should summarize the main points and post it to the discussion board. Each student will then be required to comment in a meaningful way on at least 3 of these posts. Students are not required to comment on all of the posts. Students will write 3 summaries and 9 responses to others to complete this assignment. Details for this assignment will be posted under the assignment section of the course.

**Discussion Questions:** Each week there will be a new discussion question posted on the Discussion Board of Blackboard. Students will need to log frequently in order to deal with these questions in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week.

Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, media reports, etc. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. This means that students will have to do outside research. Rules for the content and grading will be posted under the assignment section for this class.

**Student Café:** To enhance the discussion of the course and ensure that students have a mechanism to seek answers to both course related and outside questions, a Student Café area has been posted in the Discussion Board area. Students may post any question or helpful information they wish to share with their fellow students and the professor. It is not required that students post anything here and this is not a part of the course grade. It is for student benefit only.

**Code of Conduct:** This is a graduate level course and students are expected to behave as professional adults. Students are expected to do their own work on all tests and assignments. Cheating and plagiarism on tests or assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one’s own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Open discussion of course issues is encouraged, however, abusive, offensive or otherwise inappropriate language will not be tolerated – this includes profanity, racial/ethnic slurs, personal attacks on other members of the course, etc. Part of the learning process is learning to communicate effectively and professionally. A direct quote from a published source may occasionally contain such language, but use of the quote should be limited and explained – why is it necessary to use such quote?

Any assignment containing abusive, offensive, or profane language, or creating an offensive environment in the course will result in a grade of 0 for that assignment. The introductory question and the student café are not graded; however occurrences in these areas will result in 20 points per occurrence being subtracted from the overall Discussion Question grade – just like getting a 0 on one of the graded questions.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student

handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**The Graduate Student Center:** The center is located in BAB 104 and provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance by contacting [sabra.laviers@sulross.edu](mailto:sabra.laviers@sulross.edu) or calling 432-837-8247.

### **Important!**

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) .

### **Tentative Course Schedule (Subject to change as needed)**

**Week 1 – January 17** –Introductory Discussion Question, Discussion Question 1  
[MLK Day holiday on the 16<sup>th</sup> so assignments begin on the 17<sup>th</sup>.](#)

**Week 2 – January 23** – Discussion Question 2, readings – Chapter 1 – Intro and first article

**Week 3 – January 30** – Discussion Question 3, readings – Chapter 1 – Articles 2-3

**Week 4 – February 6** - Discussion Question 4, readings – Chapter 1 Articles 4-5

**News Assignment 1 original post due February 10**

**Last day to apply for May Graduation without a late fee – February 10**

**Week 5 – February 13** - Discussion Question 5, readings – Chapter 2 – Intro and Articles 1-2

**Week 6 – February 20** - Discussion Question 6, readings – Chapter 2: Articles 3-4

**Test 1 – February 23-27**

**News Assignment 1 responses to others due February 24**

**Week 7 – February 27** - Discussion Question 7, readings – Chapter 3 - Intro and Articles 1-2

**Week 8 – March 6** - Discussion Question 8, readings – Chapter 3 - Articles 3-4

**News Assignment 2 original post due March 10**

**Daylight Savings Time Begins – March 12 – Move clocks ahead one hour**

**Spring Break – March 13-17**

**Week 9 – March 20** - Discussion Question 9, readings – Chapter 4 - Intro and Articles 1-2

**Week 10 – March 27** - Discussion Question 10, readings – Chapter 4 Articles 3-4

**News Assignment 2 responses to others due March 31**

**Test 2 –March 30-April 3**

**Week 11 – April 3** - Discussion Question 11, readings – Chapter 5 Intro and Articles 1-2

**April 7 – last day to drop a class**

**News Assignment 3 original post due April 7**

**Week 12 – April 10** - Discussion Question 12, readings – Chapter 5 - Articles 3-4

**Week 13 – April 17** - Discussion Question 13, readings – Chapter 6 - Intro and Articles 1-2

**April 17 – Honors Convocation – 7:30 p.m. Marshall Auditorium**

**News Assignment 3 responses to others due April 21**

**Last day to apply for December Graduation without a late fee – April 21**

**Week 14 – April 24** - Discussion Question 14, readings – Chapter 6 – Articles 3-4

**Test 3 – April 27-May 1**

**Week 15 – May 1** – Discussion Question 15, readings – BJS Report on Women in Law Enforcement

**Last day to apply for August Graduation without a late fee – May 5**

**May 12 - Graduation**