CJ 3311: Women and Crime

Sul Ross State University – Summer II, 2022

Instructor	: Ismail D. Gunes, Ph.D.		
E-mail	: ismail.gunes@sulross.edu	**Telephone**	: (432) 837 8166
Campus Office	: MAB 109	**Class Room & Hours**	: Online
Contacting Me	: This is an online course, and the best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as I can.		

Required Texts

1. Stacy L. Mallicoat (2019). Women, Gender and Crime: A Text/Reader. Los Angeles: Sage Publications. ISBN-13: 978-1506366869 https://study.sagepub.com/mallicoat3e

2. (RECOMMENDED) American Psychological Association (October 2019). Publication Manual of the American Psychological Association, Seventh Edition, https://apastyle.apa.org/products/publication-manual-7th-edition-spiral

3. Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Byrian Wildenthal Memorial Library of SRSU has an extensive database infrastructure. The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. You can get detailed information, advising and other sorts of help in person, over the phone, or via email. Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of SRSU and reach the articles on the additional reading list. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Course Description

This course is designed to examine the challenges that women face as victims, perpetrators and professionals with the criminal justice system. In addition, this course will discuss the sources of data collection for women and crime. Lastly, in this course students will be introduced to feminist criminology and its contributions to the research on women and crime.

Course Objectives

The main goal of this course is to further students' understanding of issues related to gender and criminal justice. We will examine and analyze the dynamics of a changing society, law, and criminal justice system and the intersection of gender, race, and class. The course will present discussion of special social topics that are relatively unique to women such as sex trafficking, prostitution, sexual assault, as well as the issues specific to Female Professionals in the CJ system. There are gender differences in nearly every area of criminal justice. We will consider many questions and differing viewpoints.

The Criminal Justice System was traditionally developed with men in mind, thus ignoring the unique needs of women. Similarly, much early research was conducted by studying men, which led to developments in theory and practice that were geared toward men. Only in recent years have scholars and practitioners begun to recognize and correct this. Students are encouraged to think and self-reflect on their behaviors and that of justice practitioners - considering the impact of actions on gender, diversity, and equality.

Criminal Justice Undergraduate Program Student Learning Outcomes (SLOs)

CJ-UNDERGRAD-SLO 1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

CJ-UNDERGRAD-SLO 2: Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.

CJ-UNDERGRAD-SLO 3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

Course Assessments

1 - Discussion Board Posts (100 points total): Participation in discussion is an important part of this course. The students in Homeland Security & Criminal Justice programs are expected to be well informed about core concepts and contemporary issues. The students should be able to demonstrate evidence of reflective thought while discussing a topic and the ability to support a position based on evidence from the literature. In addition, the ability to engage in discussion with respectful consideration of others' opinions is expected.

There will be five (5) discussion board topics in this course. Students must post one (1) comment and two (2) responses to each discussion board topic. The one (1) comment should be your response to the question posted in the discussion board. The other two (2) posts should be your thoughtful responses to other students' post.

In order to receive credit, you must post your comment to the posted discussion board question by Sunday midnight. In addition, you must post two (2) responses to other students' post by Tuesday midnight. Your grade on the discussion board is based on participation. Each discussion board assignment is worth 20 points (10 points your own comment + 10 points your responses). Read the "Discussion Board Guidelines" on Blackboard prior to posting to the discussion board. In order to receive full credit for these posts, you must

fulfill some basic requirements:

➢ Comments should be a minimum of 100 words and responses should be minimum of 50 words.

➢ All of your posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.

➢ All of your posts should use correct grammar and punctuation.

➢ Misuse of the discussion boards will not be tolerated.

2 - Quizzes (100 points total): There will be four (4) quizzes. You will take a Multiple-Choice Quiz for every week to measure the knowledge of the week's required readings. These examinations will cover topics in the field of women, gender and crime as well as the assigned readings. The questions will be posted on Wednesday at 12:00 AM and due date will be Tuesday 11:59 PM every week.

3 - Final Exam (100 points): The Final Exam is comprehensive; thus, it will test students on all the topics covered during the course. The Final exam is worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

5 - Final Paper (100 Points): You will write a 5+ page final paper on any of the subjects covered in this course. You will submit a written proposal by Wednesday, July 13th outlining your plan and intended subject. You will then continue writing your paper after my approval.

Your paper must have a "Title Page", "Table of Contents", "Abstract", "Body of the Paper", and "References". Only count the "Body of the paper" towards your minimum page limit.

The paper should;

a) be typed, double-spaced, 1-inch margins, 12-point Calibri font,
b) include at least three scholarly citations other than the ones we covered in the class (no website articles, Wikipedia, news agencies, magazines, and etc.),
c) be written according to APA formatting and citation style.

A plagiarism detection software (SafeAssign) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of "0" in these instances, and possibly fail the course. Your final paper will be submitted through SafeAssign.

Technology Requirements

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments.

Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

  ➢ using e-mail (sending, opening, replying, and saving attachments)

  ➢ web browsing (navigating, searching, and downloading)

  ➢ word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the Blackboard tutorials.

Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

Participation Policy

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This non-graded "Introduction" post is a chance for you to "meet" your classmates in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. E-mail me if you have questions regarding the reading material, assignments, and exams.

Attendance Policy

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. All assignments you submit or tests you take must be your own work unless you have been requested that you work in groups. You may not submit work that is plagiarized or violates copyright laws. It is also your responsibility to respect copyright protection of licensed computer software. When you are taking a distance education course from a remote site, please remember that you are "guests" on the remote site campus. The facilities, equipment, staff, and materials at that site are neither the property nor employees of Sul Ross State University. Please treat the site respectfully and be responsible in caring for the site that we have been allowed to use.

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

➢ Not logging on to the course,

➢ Not submitting assignments,

➢ Not participating in scheduled activities,

➢ Not communicating with the instructor by phone or email, and/or

➢ Not following the instructor's participation guidelines stated in the syllabus.

All students taking distance learning classes are <u>responsible for checking their Sul Ross email account</u> regularly for notices from the School and from their instructors. A student's Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, <u>the message is sent to the student's Sul Ross email account</u>. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

Late Assignment Submission Policy

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to <u>frequently review the syllabus and remain aware of the deadlines</u> for all assignments and exams.

Academic Integrity

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. SRSU students are responsible for reading, understanding, and abiding by the by the "Sul Ross Student Handbook".

SRSU and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

➢ turning in work as original that was used in whole or part for another course and/or professor;
➢ turning in another person's work as one's own;

➢ copying from professional works or internet sites without citation;

➢ collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Student Support Services

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at https://www.sulross.edu/section/311/student-support-services. For more information, you are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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. You can get The Distance Education Handbook at https://tvpb.sulross.edu/start/index.html.

Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

➢ By calling 888 - 837 6055

➢ Via email blackboardsupport@sulross.edu

➢ Using resources from the Technology Support tab within Blackboard

➢ Clicking the Support Desk graphic on the course homepage

Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is PO Box C-122, Sul Ross State University, Alpine. TX, 79832.

Departmental Undergraduate Program Marketable Skills

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals: 60×30: Educated Population, Completion, Marketable skills, and Student debt. The 60x30TX plan was designed to tie together all four student- centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills. The marketable skills of Homeland Security and Criminal Justice Undergraduate Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.

2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.

3. Students Use Critical Thinking and Observation.

4. Students Use Teamwork and Work Collaboratively.

5. Students Develop Multicultural Understanding.

6. Students Analyze the Factors Contributing the Crime

7. Students Know Legal Codes & Procedures and Safety.

Classroom Climate of Respect

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, age, socioeconomic class, sexuality, religion, ability/disability, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Other Course Expectations

➢ Remember that this is an upper-level college course, therefore, college level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.

➢ Review the syllabus carefully so that you may be aware of any assignments and their due dates; contact me for any clarifications.

➢ Check BlackBoard regularly for any announcements for significant information.

Grading

During this course, students will be graded on discussion board posts, quizzes, final exam, and a final paper. The grading point system and grading scale for this course is listed below:

Grading Point System	
5 Discussion Board Posts	100 points (20 points each)
4 Weekly Quizzes	100 points (25 points each)
1 Final Exam	100 points
1 Final Paper	100 points
Total Possible Points	**400 points**

Final Grading Scale
A 400 – 360
B 359 – 320
C 319 – 280
D 279 – 240
F 239 & below

Weekly Tentative Course Schedule

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. ***All times are in central time***

DATE	TOPIC	COURSE ASSIGNMENTS AND DUE DATES
Week 1 July 6 – July 12	Section 1 & Reading 1 Section 2 & Reading 3	Review Syllabus Post your "Introduction". Discussion Topic 1: 1 Comment Due: Sunday, July 10 @ 11:59 pm. Discussion Topic 1: 2 Responses Due: Tuesday, July 12 @ 11:59 pm. Quiz 1 will be available on Wednesday, July 6, @ 12:00 am, and close on Tuesday, July 12, @ 11:59 pm
Week 2 July 13 – July 19	Section 3 & Reading 6 Section 4 & Reading 8 Section 5 & Reading 9	Final Paper Proposal Due: Wednesday, July 13, @ 11:59 pm Discussion Topic 2: 1 Comment Due: Sunday, July 17 @ 11:59 pm. Discussion Topic 2: 2 Responses Due: Tuesday, July 19 @ 11:59 pm. Quiz 2 will be available on Wednesday, July 13, @ 12:00 am, and close on Tuesday, July 19, @ 11:59 pm
Week 3 July 20 – June 26	Section 6 & Reading 11 Section 7 & Reading 13 Section 8 & Reading 15	Discussion Topic 3: 1 Comment Due: Sunday, July 24 @ 11:59 pm. Discussion Topic 3: 2 Responses Due: Tuesday, July 26 @ 11:59 pm. Quiz 3 will be available on Wednesday, July 20, @ 12:00 am, and close on Tuesday, June 26, @ 11:59 pm
Week 4 July 27 – August 2	Section 9 & Reading 17 Section 10 & Reading 20 Section 11 & Reading 21	Discussion Topic 4: 1 Comment Due: Sunday, July 31 @ 11:59 pm. Discussion Topic 4: 2 Responses Due: Tuesday, August 2 @ 11:59 pm. Quiz 4 will be available on Wednesday, July31, @ 12:00 am, and close on Tuesday, August 2, @ 11:59 pm
Week 5 August 3 – August 8 **!!! END OF TERM !!!**	Section 12 & Reading 24 Section 13 & Reading 25	Final Paper Due: Saturday, August 6, @ 11:59 pm Discussion Topic 5: 1 Comment Due: Sunday, August 7 @ 11:59 pm. Discussion Topic 5: 2 Responses Due: Monday, August 8 @ 11:59 pm. Comprehensive Final Exam will open up on Wednesday, August 3, @ 12:00 am and close on Monday, August 8, @ 11:59 pm.

END OF COURSE EVALUATIONS: Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.