COURSE SYLLABUS
CJ 597.01W – Gender & Crime
Spring 2013 (AP-CRIM)

Instructor: (Name & Title)  Danny Pirtle. Ph.D.
Office Hours:  Virtual Office Hours – 7:00am – 9:00am (M-F)
Office Phone:  903.886.5332
Office Fax:  903.886.5330
University Email Address:  dr.pirtle@yahoo.com

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Additional Readings:

Course Description:
This course is designed to explore the important and under-studied intersection between gender/women and crime. The word intersection is used because the status structures commonly used by criminologists and sociologists never occur alone. Another way of saying this is that social scientists study a number of social demographics or correlates of crime at the same time. Thus in this class women involvement in crime, whether as victims or as offenders, or as professionals engaged in the criminal justice system, a number of these variables have to be investigated (studied) at the same time. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. We will investigate the relationship between victimization and offending, and study the details of women in the criminal justice system as offenders or workers (professional as law enforcement officers, court personnel, correctional workers, etc.).

A major focus will be to learn about the major debates and topics within criminology relating to gender and crime. This course will allow us to become familiar with criminological theories (which have been traditionally male oriented) but now we investigate a feminist response and engagement in criminological theorizing of women.

In addition to the above ideas we will look at women fear of crime, women limited mobility economically, crime policies that impact the lives of women as victims, offenders, and professionals.

Course Design:
This course is completely online, so a student ought to be determined to make use of the computer (having a working personal computer) and commit the appropriate time to completing the assignments.
In this class we will digest a large amount of reading material that focuses on women and crime (as
victims, offenders, and professionals). We will be exposed to books and professional journals that address the topic of women and crime. The goal will be to develop skills that allow us to analyze, discuss, write and critique the information we digest. It is the intention of the professor through this course to broaden the students’ knowledge pool of information pertaining to the topic of women and crime. A variation of assignments will be employed throughout the course, such as discussion, comments, reading of the textbook, reading of journal articles, writing of a research paper, responding to an essay exam, and a possible multiple choice exam.

To an extent the course will follow the textbook and divide the approach to the class in the following manner:

(1). Introduction to women and crime
   Section I-Women and Crime: An Introduction
   Section II-Theories of Victimization and Offending
(2). Female victims of crime
   Section III-Women and Victimization: Rape and Sexual Assault
   Section IV-Women and Victimization: Intimate Partner Abuse
   Section V-Women and Victimization: Stalking and Sexual Harassment
   Section VI-International Issues for Women and Crime
(3). Females and their treatment
   Section VII-Girls and Juvenile Delinquency
   Section VIII-Female Offenders and Their Crimes
   Section IX-Processing and Sentencing of Female Offenders
   Section X-The Incarceration of Women
(4). Female employees of criminal justice system agencies
   Section XI-Women and Work in the CJ System: Police, Courts, and Corrections

Student Learning Outcomes (Core Competencies):
1. Student will be able to demonstrate critical thinking in reference to women and crime, and employ that skill to other areas addressed in criminology and criminal justice fields of study
2. Student will be able to properly employ either the America Psychological Association (APA) or American Sociological Association (ASA) format
3. Students will display familiarity with the many topics associated with women and crime as published in books and professional journals

Student Learning Outcomes (Course Particular):
1. Students should be able to demonstrate their familiarity with topics associated with women (gender) and crime by being able to achieve at least 80% on any method of testing within this class
2. Students will be able to display a level of acceptable knowledge of how to analyze the information presented in professional journals by developing critical summaries of journal articles for this class and other readings for personal/professional enlightenment
3. Students will be able to write a research paper at an acceptable level (making a grade of at least 35 points out of 60 points) on some aspect of women and crime as a requirement for successful completion of this class
4. Students will participate in class online discussion demonstrating their level of understanding of the class information
COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

(1) Initial Presentation (10 pts., extra credit)
Every student must introduce him- or herself by the second day (no later than 11:59pm, April 9, 2013) of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in ecollege at the site of the assignment in Week One. Each student’s presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career

(2) Comments (Student Comments over Sections of the textbook) (5 @ 15 pts. each, 75 pts.)
In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 75 points during the entire course when he/she participates in Student Comments.

Each week a student should post a comment pertaining to some ideas associated with the Section being read, discussed, and studied for that specific week by posting a comment under the heading of Comment. It will be necessary for the student to post the relevant comment between Sunday and Thursday, no later than 11:59pm of that Thursday if he/she expects to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student is reading or has read the Section and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter, a challenge of ideas as presented by the author or a simple observation about the theory or information being presented in the chapter for that week.

Comments for Week One (April 8-14, 2013) should pertain to pages 1-10; or pages 13-25; posting due by April 11, 2013 by 11:59pm

Comments for Week Two (April 15-21, 2013) should pertain to pages 77-93; or 135-148; or 191-203; posting due by April 18, 2013 by 11:59pm

Comments for Week Three (April 22-28, 2013) should pertain to pages 237-248; or 279-291; or 343-356; posting due by April 25, 2013 by 11:59pm

Comments for Week Four (April 29-May 5, 2013 should pertain to pages 407-414; 461-475; posting due by May 2, 2013 by 11:59pm
Comments for Week Five (May 6-12, 2013) should pertain to pages 513-525; posting due by May 9, 2013 by 11:59pm

(3)Discussion (5 @ 20pts. each, 100 pts.)
The Discussions in this class will focus on the specific readings connected to each Section’s listed as “Readings.” Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. One discussion per week is required. The professor will post at least one statement or idea reflecting a reading from each section (per week). Students may post earlier than the absolute due date if desired, but no later than the identified date below. Each reading discussion will be worth 20 points each. Late discussion will not be read or graded.

Week One - Discussion of “Selected Reading” – “The gendered nature of risk factors for delinquency;” (pp.30-49); Response to question due in proper “Discussion 1” dropbox by Saturday, April 13, 2013 by 11:59 pm. The question (1) is: “Is it possible to accurately explain delinquency of males and females from a gender-neutral perspective? What would be the impact of a "one-size" fits all approach to explaining delinquent behavior.”

Week Two – Discussion of “Selected Reading” - "Life histories and survival strategies among sexually trafficked girls in Nepal," (pp. 257-268); Response to question due in proper "Discussion 2" dropbox by Saturday, April 20, 2013 by 11:59pm. The question (2) is "How might you persuade a group of young Nepalese girls who are considering life in the sex trade to avoid this lifestyle? Explain your justification."

Week Three - Discussion of "Selected Reading" - "Understanding the experiences of street level prostitutes," (pp. 383-393); Response to question due in proper "Discussion 3" dropbox by Saturday, April 27, 2013 by 11:59pm. The question (3) is "Prostitution has been referred to as a 'victimless' crime, basically because of the idea that you have two willing participants. Explain your position - should people be legally allowed to participate in prostitution without fear of criminal repercussions?"

Week Four - Discussion of "Selected Reading" - "Women offenders and the gendered effects of public policy," (pp.477-490); Response to question due in proper "Discussion 4" dropbox by Saturday, May 4, 2013 by 11:59pm. The question (4) is "Should gender based experiences play a role in the development of criminal justice policy? Why/why not?"

Week Five - Discussion of "Selected Reading" - "Gender and judicial decision: So female judges decide cases differently than male judges?" (pp.543-553); Response to question due in proper "Discussion 5" dropbox by Saturday, May 8, 2013 by 11:59pm (please note that this due date is different from the others, being Wednesday rather than Saturday). The question (5) is "You are in the process of developing a 'female only' court where all the judges, prosecutors, defense attorneys and staff are female. What would be your justification and what specific cases are likely to be heard in this court?"

(4) Research Article (selected by student) Summary (2 @ 20pts. each, 40pts)
Students are provided a format which must be used to summarize a research article selected by each individual student. The format for this assignment is attached to this class syllabus as Attachment A. The research article to be summarized must pertain to some aspect of gender and
crime. Because the articles are to be specialized or focused on this gender and crime area, ONLY the following journals can be used from which to secure both articles that a student will summarize:

- Feminist Criminology
- Gender and Society
- Issues in Criminology
- Violence Against Women
- Women and Criminal Justice
- Women’s Studies Quarterly

The summary is due on the date identified below by 11:59pm, and must be placed in the appropriate dropbox marked “Research Article Student Selected.”

**Research Article (selected by student) Summary due (first one) by April 24, 2013 by 11:59pm during Week Three, and the second one due by May 1, 2013 by 11:59pm during Week Four. These assignments may be completed and placed in the proper dropbox earlier than the required dates, but not later than.**

- **Points to consider for maximum grade achievement:**
  - Format of summary followed as required
  - Pertinent details of article present/presented
  - Clarity exist in student’s writing

(5) **Research Paper (60pts.)**
Each student must type a research paper with a minimum page count of seven pages - not including the title page and bibliography. The paper will consist of the following:

1. title page
2. body
3. bibliography

The title page must include: the student's name, a title of the paper, the course title and date. The title page is not to be numbered, nor does it count towards enumerating the other pages.

The body of the paper should be about seven pages, in font size 12, Times New Roman, double-spaced with one inch margins all around. There should be NO running headline placed on each page. The presentation, organization and quality of the paper, taking in consideration grammar and mechanics will impact the grade received. Refer to the “maximum grade achievement” (Attachment B) in terms of how to achieve the maximum points available.

The bibliography should contain at least five resources. These resources should be peer-reviewed professional research articles, and scholarly books. I discourage the use of "website" writings. Journal articles (peer-reviewed professional research articles) that appear in print and are later reproduced full-text on the Internet do NOT count as a website; by "website" it is material written for an internet site, not merely reproduced there. If there is a dilemma about a source please check with the professor.

The research paper should focus on some aspect of gender and crime, or any area that the class has addressed or will address. Students are encouraged to employ their imagination in developing the paper. Students are encouraged to develop a topic that interests them, not to simply write a paper just to satisfy achieving a grade. Here is where critical thinking can be employed.
The research paper will be due by May 6, 2013 (Week Five) by 11:59pm. The research paper should be placed in the appropriate dropbox.

(6) Essay Test (100 pts.)
Students will sign into the course during Week Five (May 9-11, 2013) and take the essay exam. This test must be completed and placed in the appropriate dropbox by May 11, 2013 by 11:59pm. Late work will not be accepted. This exam will cover the section material presented to the student or read by the student during these five weeks. The Readings will NOT be covered by the exam. The importance of this test is that students will be able to write their thoughts and demonstrate that they are able to apply and draw inference from what they have studied in this course. The following pages will be covered by the essay exam:
- Section I Women and Crime: An Introduction (pp. 1-10)
- Section II Theories Victimization and Offending (pp. 13-24)
- Section III Women and Victimization: Rape and Sexual Assault (pp. 79-93)
- Section IV Women and Victimization: Intimate Partner Abuse (pp. 135-148)
- Section V Women and Victimization: Stalking and Sexual Harassment (pp. 191-203)
- Section VI International Issues for Women and Crime (pp. 237-248)
- Section VII Girls and Juvenile Delinquency (pp. 279-291)
- Section VIII Female Offenders and Their Crimes (pp. 343-356)
- Section IX Processing and Sentencing of Female Offenders (pp. 407-414)
- Section X The Incarceration of Women (pp. 461-475)
- Section XI Women and Work in the Criminal Justice System: Police, Courts, and Corrections (pp. 513-525)

(7) Objective Test (100 pts.)
Students will sign into the course during Week Five (May 12, 2013) and take the objective test which will cover the same pages of the textbook as identified for the essay exam.

The student will have two hours to complete the objective test which will consist of fifty multiple choice questions. The test must be completed by 11:59pm on May 12, 2013. The test will close at 11:59pm and students will not be able to enter the test after that time. This test will be more application and inference rather than simple recall type questions.

(8) YouTube (video assignment) worth 25 pts.
Each student must select any video found on YouTube that addresses gender and crime and watch at least 20 minutes of a single program or watch several programs that equal to at least 20 minutes. After watching the video the student must write a brief summary or description of what was watched, not to exceed 100 words, and place the assignment in the dropbox that is labeled Video Assignment. The professor has already viewed several videos relating to this topic, so he is aware of what is there. Many of these videos range in various times.

Each student must provide the following information in his/her summary of the video:
- Title of video
- Length of video
- Description or Summary of the video (answering what was the video about)

Students may watch the video at any time, write their description/summary, and post it in the proper dropbox by May 12, 2013. No posting of this assignment can occur after May 12, 2013, 11:59pm.
**Grading Information**

Course Possible Points:

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1 Initial Presentation (extra credit)</td>
<td>10 pts</td>
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<tr>
<td>5 Comments @ 15 pts each</td>
<td>75 pts</td>
</tr>
<tr>
<td>5 Discussions @ 20 pts each</td>
<td>100 pts</td>
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<tr>
<td>2 Research Article Summaries</td>
<td>40 pts</td>
</tr>
<tr>
<td>1 Research Paper</td>
<td>60 pts</td>
</tr>
<tr>
<td>1 Essay Exam</td>
<td>100 pts</td>
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<tr>
<td>1 Objective Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>1 Video Summary</td>
<td>25 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>510 pts</strong></td>
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**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>500 – 450 pts</td>
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<tr>
<td>B</td>
<td>449 – 400 pts</td>
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<tr>
<td>C</td>
<td>399 – 350 pts</td>
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<tr>
<td>D</td>
<td>349 – 300 pts</td>
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<tr>
<td>F</td>
<td>299 and below</td>
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**TECHNOLOGY REQUIREMENTS**

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
   - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
   - 512 MB of RAM, 1 GB or more preferred
   - Broadband connection required – courses are heavily video intensive
   - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
   - A sound card and speakers or headphones

   Current anti-virus software ought be installed and kept up to date

   Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System. To log in to eCollege/the course start out with the home page (university web site – www.tamuc.edu) or with https://leo.tamuc.edu.

First time users of eCollege students are encouraged to go through the tutorial program identified as eCollege on the myLeo main page.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

eCollege Student Technical Support:
It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

myLeo Support:
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Course Technical Support:

Student Support Services:

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Internet Access:
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Interaction with Instructor Statement:
You should make it a habit to check for emails using your University Email address available
through MyLeo. If it becomes necessary to communicate with you either as a class or individually, I will use your University Email address. You may likewise contact me through my email. I will admit that I will not be on my computer twenty-four hours a day or seven days a week. I will reply to your email or communication within a reasonable time.

I will particularly be close to my computer and telephone during what I have posted as my Office Hours – 7:00am – 9:00am Monday – Friday.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

*Academic Honesty*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test of assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment
  - If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information. [http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx](http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx)

*Policy for Reporting Problems with eCollege*

Students who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do the following: contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.
Your call will be logged. In addition to this process you should send me an email describing your problem. Once I have confirmed your call, I will contact you regarding the issue (depending on the date and time of issue it may not be an immediate return or action on your message).

Attendance Policy
While this is an online course, students are expected to actively participate by meeting all deadlines. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course.

APA or ASA Citation Format Policy
It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association), and ASA (American Sociological Association) formats. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may learn to cite from a variety of different sources including the APA Tutorial or ASA website. The sources listed may be helpful:

- www.apastyle.org
- http://owl.english.purdue.edu/owl/resource/560/02/
- www.library.cornell.edu/resrch/citmanage/apa
- http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide

I have to admit that I am not a fan of electronic citation. I prefer original books, and journal articles as my sources. Therefore, I caution students to make sure if they employ electronic citation that it be properly done. There are a number of sources available for guidance, however, I have placed as a document in document sharing a copy of several pages that address electronic sources.

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work
This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.
Drop Course Policy
Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

After clicking on to the eCollege page, under Student Support Services there is information on Student Online Course Drop Procedure, click on indicator for information on how to drop a class.

University Specific Procedures:
Withdrawal from Class:
It is the student’s responsibility to be aware of the rules or policies relating to withdrawal or “X.” You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

ADA Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

<table>
<thead>
<tr>
<th>Week One – April 8, 2013 – April 14, 2013</th>
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Initial Presentation must be posted by April 9, 2013 by 11:59pm

Textbook Reading for Week One pp. 1-10 and 13-25

Comments for Week One pp. 1-10 and 13-25 posted by April 11, 2013 by 11:59pm

Discussion of “Selected Reading” - “The gendered nature of risk factors for delinquency;” (pp.30-49); Response to question due in proper “Discussion 1” dropbox by Saturday, April 13, 2013 by 11:59 pm. The question (1) is: “Is it possible to accurately explain delinquency of males and females from a gender-neutral perspective? What would be the impact of a "one-size" fits all approach to explaining delinquent behavior.”
Week Two – April 15, 2013 – April 21, 2013

Textbook Reading for Week Two pp. 77-93; 135-148; 191-203

Comments for Week Two pp. 77-93; or 135-148; or 191-203; posted by April 18, 2013 by 11:59pm

Discussion of “Selected Reading” – "Life histories and survival strategies among sexually trafficked girls in Nepal," (pp. 257-268); Response to question due in proper "Discussion 2" dropbox by Saturday, April 20, 2013 by 11:59pm. The question (2) is "How might you persuade a group of young Nepalese girls who are considering life in the sex trade to avoid this lifestyle? Explain your justification."

Week Three – April 22, 2013 – April 28, 2013

Textbook Reading for Week Three pp. 237-248; 279-291; 343-356

Research Article (selected by student) Summary due April 24, 2013 by 11:59pm

Comments for Week Three pp. 237-248; or 279-291; or 343-356; posted by April 25, 2013 by 11:59pm

Discussion of "Selected Reading" - "Understanding the experiences of street level prostitutes," (pp. 383-393); Response to question due in proper "Discussion 3" dropbox by Saturday, April 27, 2013 by 11:59pm. The question (3) is "Prostitution has been referred to as a 'victimless' crime, basically because of the idea that you have two willing participants. Explain your position - should people be legally allowed to participate in prostitution without fear of criminal repercussions?"

Week Four – April 29, 2013 – May 5, 2013

Textbook Reading for Week Four pp. 407-414; 461-475

Research Article (selected by student) Summary due May 1, 2013 by 11:59pm

Comments for Week Four pp. 407-414; or 461-475; posted by May 2, 2013 by 11:59pm

Discussion of "Selected Reading" - "Women offenders and the gendered effects of public policy," (pp.477-490); Response to question due in proper "Discussion 4" dropbox by Saturday, May 4, 2013 by 11:59pm. The question (4) is "Should gender based experiences play a role in the development of criminal justice policy? Why/why not?"
Week Five – May 6, 2013 – May 12, 2013

Textbook Reading for Week Five pp. 513-525

Research Paper due May 6, 2013 by 11:59pm

Discussion of "Selected Reading" - "Gender and judicial decision: So female judges decide cases differently than male judges?" (pp.543-553); Response to question due in proper "Discussion 5" dropbox by Saturday, May 8, 2013 by 11:59pm (please note that this due date is different from the others, being Wednesday rather than Saturday). The question (5) is "You are in the process of developing a 'female only' court where all the judges, prosecutors, defense attorneys and staff are female. What would be your justification and what specific cases are likely to be heard in this court?"

Comments for Week Five pp. 513-525 posted by May 9, 2013 by 11:59pm

Essay Exam available May 9 – 11, 2013, must be completed by May 11, 2013 by 11:59pm

Objective Test available May 12, 2013, must be completed by May 12, 2013 by 11:59pm

YouTube Video Assignment must be posted by May 12, 2013 by 11:59pm
Attachment A: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, you want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information:

- Name of author(s)
- "Title of Article"
- *Title of Journal*
  volume: complete number of pages, year of publication

For Example
Volkan Topalli. "When being good is bad: An expansion of neutralization theory."
*Criminology* 43:797-827, 2005.

Now, proceed to summarize the article:
1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should probably identify these as headings, such as follows.
   **Focus, Purpose or Goal of Article**

2. If a sample was used in the research then describe the sample and identify how it was collected or selected. If the article is a theoretical piece then there will be no sample and if that is the case then simply omit this area.
   **Sample**

3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.
   **Findings**

4. What conclusions did the author(s) draw or write in the article? So make this a conclusion session which should be different from the findings.
   **Conclusion**

5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, crime profiling.
   **Article's Application**
**Attachment B: Points to consider for maximum grade achievement**

<table>
<thead>
<tr>
<th></th>
<th>60 - 50 points</th>
<th>49 - 35 points</th>
<th>34 or below points</th>
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<tbody>
<tr>
<td><strong>Thesis / Argument</strong></td>
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<tr>
<td>Very Good</td>
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<tr>
<td>Clearly describes central issues or thesis</td>
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<td>Develops thesis with supporting arguments</td>
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<tr>
<td>Well argued</td>
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<td>Critiques, compares multiple perspectives</td>
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<td>Interesting, original, thought provoking</td>
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<td>Moderate</td>
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<tr>
<td>General, weak thesis Straight-forward, somewhat simple arguments</td>
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<tr>
<td>Thesis gets lost in paper</td>
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<td>Aware of only one perspective</td>
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<tr>
<td>Poor/ Weak</td>
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<tr>
<td>Thesis or central themes unclear</td>
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<td>Central themes not explained from the beginning</td>
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<td>Poor arguments, little critical thinking</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>Introduction</td>
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<tr>
<td>Clear thesis/ main themes</td>
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<td>Organization stated</td>
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<td>Topics noted</td>
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<td>Thesis unclear</td>
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<td>Organization unclear</td>
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<tr>
<td>Body</td>
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<tr>
<td>Makes substantiating arguments in support of thesis or main theme</td>
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<tr>
<td>Connects and synthesizes complex ideas</td>
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<td>Detailed, with citations</td>
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<td>Little organizational continuity</td>
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<td>Disjointed</td>
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<tr>
<td>General, unspecific Little use of reading sources</td>
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<tr>
<td>Conclusion</td>
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<td>Draws conclusions about the argument</td>
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<td>Briefly summarizes body</td>
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<td>A Summary; no conclusions</td>
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<td>Summary digressed from argument</td>
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<td>Conclusion missing</td>
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<td>Summary unrelated to central argument</td>
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<tr>
<td><strong>Evidence</strong></td>
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<td>Thorough, Detailed Specific Numerous examples from reading and lecture materials</td>
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<td>Moderate use of supporting evidence and examples</td>
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<td>Try to be more detailed and specific</td>
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<tr>
<td>Repetitive, General Simplistic Incorrect examples, false data</td>
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<td><strong>Sources/ Citations</strong></td>
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<td>Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations</td>
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<td>Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias</td>
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<td>Little use of assigned reading sources or outside research No citations Need Works Cited page</td>
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<td>Plagiarism! (automatic F)</td>
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<td><strong>Language / Mechanics Rhetorical Quality Grammar/ Spelling</strong></td>
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<td>Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions</td>
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<td>General, unspecified writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions</td>
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<tr>
<td>Unclear, awkward, repetitive language</td>
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