



Course Syllabus

CJ533: Gender and Crime

Instructor: Elvira M White-Lewis, JD/PhD Associate Professor

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Require

Stacy L. Mallicoat. 2012. *Women and Crime: A Text/Reader*. Los Angeles: Saga Publications.

ISBN 978-4129-8750-9

You can contact the Texas Book Store, call at 903-886-5215, or buy book on-line.

Optional

Other materials/readings as assigned and posted online

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.

Student Learning Outcomes

At the end of the course the student will be able to:

1. 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. 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. 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. Participate in class online discussion demonstrating their level of understanding of the class information

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Each week/unit starts on Monday and ends on Saturday and your grade for activities will be posted as soon thereafter as possible.

Introduction (1 Introduction post—10 extra credit points)

Every student must introduce him- or herself by the second day 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

Discussion Posts

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. **A minimum of one initial discussion per week is required and two peer responses.** This **must not** be all on one day. 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 discussions will not be read or graded.

Comment Posts

The Discussions are directly related to the assigned readings.

Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate on various topics related to the course with your classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (follow guidelines for utilizing APA citation format).

These discussion posts should be **the equivalent of 1 page in length**. The specific discussion assignment is located in each unit Week and may be accessed by clicking on the Discussion link. Discussion Posts are due by **11:00PM CST on Thursdays**.

Assessment Method: Discussion posts will be graded using the Discussion Post Grading Rubric.

Comment Posts

Comment posts are responses you make to the original discussion posts that you and your classmates post each week. You are **required** to make a minimum of **two** comments each week.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM CST on **Saturdays**. Discussions require active participation therefore it is expected that are online a minimum of two times per week; more is encouraged.

Assessment Method: Comments will be graded using the Discussion Grading Rubric.

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" by Saturday 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 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 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 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 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.

Assessment Method: Discussion posts (100 points in all) will be graded using the Discussion Post Grading Rubric. *(5 discussions @ 20 points each = 100 points)(10 comments posts @10 points each=100 points)*

Research Article

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 Violence Against Women
- Gender and Society Women and Criminal Justice
- Issues in Criminology 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 11:59pm during Week Three, and the second one due Wednesday **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. All are due by Fridays.

Assessment Method: Research Article Summaries (40 points in all) will be graded using the Research Article Summary Post Grading Rubric. (2 summaries @ 20 points each = 40 points)

Research Paper

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 Monday of Week Five by 11:59pm. The research paper should be placed in the appropriate dropbox.

Essay Test

Students will sign into the course during Week Five and take the essay exam which must be completed by Friday of week 5 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)

Objective Test

Students will sign into the course during Week Five and take the objective test which will cover the same pages of the textbook as identified for the essay exam.

The student will have one hour to complete the objective test which will consist of fifty multiple choice questions. The test must be completed by Saturday at 11:59pm. 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.

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Initial Presentation	1	0	0
Course Pre-test	1	0	Not included
Discussion Posts	5	20	100
Comment Posts	10	10	100
Research Article Summaries	2	20	40
Research Paper	1	60	60
Essay Exam	1	100	100
Objective Exam	1	100	100
		Total Points	500

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. Total points possible for the term = 500.

500 – 450 = A
449 – 400 = B
399 – 350 = C
349 – 300 = D
299 and below = F

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - o Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - o 512 MB of RAM, 1 GB or more preferred
 - o Broadband connection required courses are heavily video intensive
 - o 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 must 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.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - o Adobe Reader
 - o Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. 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

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to the following link:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or go to the following link: helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Students should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University e-mail as I plan to send you important messages regularly.

Students who e-mail me outside of regular office hours can expect a reply within 24 hours.

Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

Virtual Office

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link:

<http://www.tamuc.edu/library> not from within eCollege.

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number

4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number

5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

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 the following link <https://leomail.tamuc.edu>

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.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

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 or 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 [Criminal Justice web site](#) for more information.

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

APA 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) format. 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 and the sources listed below. Go to the following links below:

[APA Style](#)

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

Late Work

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 in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late will not be accepted/graded.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures

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

Go to the following email address: StudentDisabilityServices@tamuc.edu

Go to the following link: [Student Disability Resources & Services](#)

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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum, go to the following link: <http://www.albion.com/netiquette/corerules.html>.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

Week #1

Tuesday	Initial presentation must be posted by 11:59pm
Thursday	Textbook Reading for Week One pp. 1-10 and 13-25 Comments for Week One pp. 1-10 and 13-25 posted by 11:59pm
Saturday	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 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 #2

Thursday	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 11:59pm
Saturday	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 11:59pm. The question (2) is "How might you persuade a group of young Nepales girls who are considering life in the sex trade to avoid this lifestyle? Explain your justification."

WEEK #3

Wednesday	Textbook Reading for Week Three pp. 237-248; 279-291; 343-356 Research Article (selected by student) Summary due by 11:59pm
Thursday	Comments for Week Three pp. 237- 248; or 279-291; or 343-356; posted by 11:59pm
Saturday	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 by 11:59pm. "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 #4

Wednesday	Textbook Reading for Week Four pp. 407-414; 461-475 Research Article (selected by student) Summary due by 11:59pm
Thursday	Comments for Week Four pp. 407-414; or 461-475; posted by 11:59pm
Saturday	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 11:59pm. The question (4) is "Should gender based experiences play a role in the development of criminal justice policy? Why/why not?"

WEEK #5

Monday	Textbook Reading for Week Five pp. 513-525 Research Paper due by 11:59pm
Wednesday	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 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?"

Thursday	Comments for Week Five pp. 513-525 posted by 11:59pm
Thursday-Saturday	Essay Exam available Thursday-Saturday, must be completed by Saturday by 11:59pm
Sunday	Objective Test available Friday, must be completed by Saturday by 11:59pm

Note: *Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.*