

12-42
App-12/7/12
Senate Info - 1/29/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: CRIM 450 Women and Crime

Instructor(s) of Record: Jennifer Gossett (50%) and Gabriela Wasileski (50%)

Phone: 724-357-5608 and 3918 Email: jgossett@iup.edu and gabriela.wasileski@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Joy M... 12/5/12
Signature of Department Designee Date

Endorsed: *Dan Brycki* 12/5/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schmitt 12/7/12
Signature of Committee Co-Chair Date

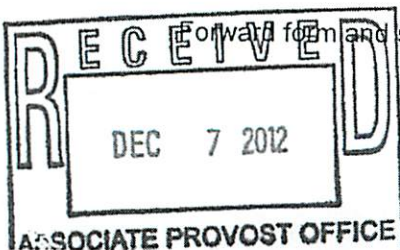
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Geordie Wilmon 12/10/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received
DEC 5 2012
Liberal Studies

Undergraduate Distance Education Review Directions

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

- 1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**
- 2. How will each objective in the course be met using distance education technologies?**
- 3. How will instructor-student and student-student, if applicable, interaction take place?**
- 4. How will student achievement be evaluated?**
- 5. How will academic honesty for tests and assignments be addressed?**

B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than
one-third of teaching contact hours.)**

Existing and Special Topics Course

Course: CRIM 450 Women and Crime

Instructor(s) of Record: Jennifer Gossett (50%) and Gabriela Wasileski (50%)

Phone: 7-2720 Email: jgossett@iup.edu gwasi@iup.edu

Step One: Proposer

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Gossett is a qualified instructor who has used Blackboard, WebCT, Moodle and D2L software formats for online and podium classes. She has participated in various distance education workshops at IUP and online. CRIM 410 was approved last year for online delivery. She developed and has been teaching online, CRIM 645 The Dynamics of Cybercrimes and CRIM 410 Race, Social Structure and Crime for the last several years. She also teaches CRIM 632 Organizational Dynamics in the Criminal Justice System and CRIM 791 Synthesis for the online masters program.

Dr. Gossett has taught women and crime classes at both the undergraduate and graduate levels. She has taught CRIM 698 (now 798) Graduate Readings that focused on race, class, gender and crime. She has also taught CRIM 851 Doctoral Colloquium which addressed race, class, gender and crime research for doctoral students. Before coming to IUP, Dr. Gossett taught numerous undergraduate classes, as an Adjunct Instructor, that included the Introduction to Race and Gender, Social Inequalities, Men and Masculinities, and Women and Crime.

Dr. Wasileski has previously used WebCT and Sakai in her on-campus classes at the University of Delaware. Currently, she is using Moodle in her on-campus courses as a way to expand the learning experience and exchange student information. Dr. Wasileski developed CRIM 394 for online delivery, as well as taught CRIM 400, a writing intensive course, online. Her research experiences within women and crime, as well as college taught before coming to IUP make her qualified to teach this course on women and crime.

2. How will each objective in the course be met using distance education technologies?

Course Objective 1. Develop an understanding about the nature and extent of female criminality, from past to present. The course will begin with the conceptualization of sex, gender and crime, to ensure everyone is on the 'same page'. A broad overview of women in the criminal justice will provide insight into the different time periods and thoughts on women and crime. For example, female criminality has been linked to lack of hormones, intellect, penis envy, and the 1960s women's movement. This knowledge 'sets the stage' for specific theories on why women commit

crimes. Specific class notes, quizzes, several video clips and threaded discussions will serve to meet this objective.

Course Objective 2. Compare and contrast the criminological theories that explain female criminality. Discussion will transition from past to current explanations of why girls and women commit crimes. Significant studies support these perspectives will be read and discussed. Various theories and perspectives will be addressed. Lecture notes, exams, assigned readings, quizzes, video clips, and threaded discussions will allow students to process the various thoughts.

Course Objective 3. Identify and critically analyze female victimization through the criminal justice system, and detect future areas of policy changes. This objective will be met with continual discussion throughout the course, with each topic, of how females are treated throughout the criminal justice system. Threaded discussions, lecture notes, specific readings addressing women's experiences, and video clips will assist students in recognizing and critically thinking about relation to policies, now and in the future.

Course Objective 4. Examine the professional role of women in the criminal justice and critically assess their progress. Historical information will begin the discussion of when women began working in the criminal justice system (police, courts, and corrections) in the US. The instructor will provide additional 'lecture notes' to the students beyond what is provided in the text. Media accounts (like newspaper articles) will also be used, along with YouTube clips and PBS Frontline documentaries. Threaded discussions, exams, and quizzes will ensure this objective is met.

Course Objective 5. Evaluate the criminal justice system's response to women as offenders, victims, and professionals. Specifically, assess women's experiences through process, treatment, punishment, and discrimination. This objective will be met with continual discussion throughout the course. Each topic provides necessary information to further a student's ability to evaluate and critically assess female experiences in the criminal justice system, in each role (offender, victim, professional). Threaded discussions, specific readings addressing women's experiences, video clips and will assist students in recognizing and critically thinking about the impact on women and their families.

3. How will instructor-student and student-student, if applicable, interaction take place? Instructor-student interactions will occur in several ways. Forums with threaded discussions, Wimba dialogue and videos, email, and 'live' office hours held each week will allow for various interaction options. Student assignment feedback also allows for instructor-student dialogue. Phone calls can be used, if necessary.

Student-student interactions will occur in threaded discussions in various forums, Wimba, and through email. Numerous threaded discussions will be required each week, for every topic. Small group assignments also ensure student-to-student dialogue.

4. How will student achievement be evaluated? Student achievement will be evaluated through graded threaded discussions, mini-assignments, three exams, and a research paper/powerpoint presentation. A rubric will be provided to the students for each evaluation tool.

5. How will academic honesty for tests and assignments be addressed? Academic honesty will be addressed with tests timed for completion, each with a beginning and ending date to complete. Randomized exam questions will be used. Wimba interactions will assist gauge student participation in the class, as well as knowledge of the material. The instructor will participate in threaded discussions to confirm appropriate and relevant dialogue between students. The research paper will include an 'honor code' statement to ensure students are aware of the consequences of not maintaining academic integrity. Also, the instructor can submit papers through Turnitin for additional assessment of borrowed work.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**DISTANCE EDUCATION SYLLABUS FOR
CRIM 450 Women and Crime
Department of Criminology**

Instructor: Dr. Jennifer Gossett/Dr. Gabriela Wasileski
Office Location: Wilson Hall
Office Phone: 724-357-5608/724-357-3918
Email: jgossett@iup.edu/gwasileski@iup.edu
Office Hours/Contact: Will respond to emails within 48 hours
Can post questions in link provided under Announcements
Check FAQ's link under Announcements
Live Wimba/Phone call can be scheduled by email

Catalog Description: A study of the nature and extent of women's crimes, theories of female, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Prerequisites: CRIM 101 and 102

Course Objectives:

Students will:

1. Develop an understanding about the nature and extent of female criminality, from past to present.
2. Compare and contrast the criminological theories that explain female criminality.
3. Identify and critically analyze female victimization through the criminal justice system, and detect future areas of policy changes.
4. Examine the professional role of women in the criminal justice and critically assess their progress.
5. Evaluate the criminal justice system's response to women as offenders, victims, and professionals. Specifically, assess women's experiences through process, treatment, punishment, and discrimination.

Required Textbook and Readings:

Mallicot, S. (2011). *Women and crime: A text reader*. Sage Publications: Thousand Oaks.

Merlo, A.V. and Pollock, J. M. (2006). *Women, law, and social control*. Second Edition. Pearson: Boston, MA.

(The above textbook authors have an extensive research record in race and crime studies in the US. Their textbook is the most inclusive to the relevant topics required for this class.)

Tentative Course Outline

Topic - Defining Key Concepts

- Sex vs. Gender
- Feminism

Topic - Female Criminality

- Women's involvement in crime currently and historically
- Possible explanations and legislative initiatives
- Gender, justice, and social control
- Concepts = race/ethnicity and social class

(Mallicot book pages 1-10) (Merlo and Pollock Chapter 10)

Topic - Theories about Women and Crime

- Images of women
- Early biological, psychological, and physiological explanations
- Classical and Positive School
- Feminist criminology
- Drugs and crime
- Childhood maltreatment

(Mallicot book pages 13-24) (Merlo and Pollock Chapter 2)

Topic - Processing Women and Girls in the Criminal Justice System

- Chivalry and paternalism
- Gender specific and gender neutral laws
- Girls and juvenile justice

(Mallicot pages 30-48)

Topic - Differences in Sentencing Women

- Women in jail and in prison
- Women on probation
- Alternative dispositions
- Death penalty

(Mallicot 431-446) (Merlo and Pollock Chapter 12)

MIDTERM EXAM

Topic - Female Inmates Issues

- Pregnancy, addiction and health care
- Motherhood and termination of parental rights
- Vocational and educational programs
- HIV/AIDS in prison
- Prisoner reentry

(Mallicot pages 358-365; 491-502) (Merlo and Pollock Chapter 13)

Topic - Female Victimization

- Images of women as victims
- Stalking and Rape
- Battering
- Violence

(Mallicot pages 156-172; 310-325) (Merlo and Pollock Chapters 8 and 9)

Topic - Criminal Justice System's Responses

- Historical treatment of victims
- Rape shield laws
- Restraining orders
- Assisting female victims
- Societal perceptions

(Mallicot pages 415-430; 447-460) (Merlo and Pollock Chapter 3)

Topic - Women Professionals in Criminal Justice

- Historical involvement of women in the field
- Court challenges
- Sexual harassment
- Women in policing
- Women and the law
- Women in corrections

(Mallicot pages 527-542; 543-553; 554-570) (Merlo and Pollock Chapter 5 and 6)

Topic - Future Issues for Women

- Legislative changes
- Equal pay
- International policies

(Merlo and Pollock Chapter 15)

FINAL EXAM

Course Evaluation Methods:

Quizzes – There will be a quiz, which is a 'knowledge check', after each topic. You need to complete each quiz. You will be graded on completing the quiz, no matter how many you had correct or incorrect. These quizzes will serve you as a review of the exam, as well as allowing you to see your understanding of that particular topic. The total quizzes will be worth 50 points.

Exams – A midterm and final online exam are scheduled for this class. The exams include multiple choice, short answer, and essay questions. There will be choice in the short answer and essay questions (i.e. ten questions are provided and five must be completed). Each exam will be worth 100 points.

Discussion Question Assignments – Discussion questions will be provided for each topic. Three thought provoking questions will be available for response and dialogue among classmates. The

question must be answered by each student, with posts to student responses also made by each student. More information and examples will be provided on this task during the first week, as well as discussion of having chat room discussions on the questions. There are 10 topics worth 20 points each for a total of 200 points.

Research Paper – The research paper will be completed individually with each student choosing a contemporary topic on women and crime within the criminal justice system. Students will be required to locate current research articles (2012 to 2000) on the topic to summarize, and provide justification for the future of that issue. Specific directions will be provided during the first week of class. This paper is worth 100 points.

Grading Scale:

Your final grade in this class will be determined by

Quizzes	50 points (10 %)
Exams (100 points x 2)	200 points (35%)
Discussion Questions	200 points (40%)
Research Paper	<u>100 points (15%)</u>
Total	550 points

(100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; Below 60% = F)

Course Policies:

Attendance – In an online class, attendance is more flexible since the class can be accessed 24/7. Ideally, you should enter the class five out of the seven week days to check announcements, submit assignments, review notes, and participate in discussions. If something occurs and you will not enter and participate in the class more than three consecutive days, please email me as soon as possible. The instructor will monitor your attendance by assignment submissions, participation in discussions, and entrance into the class. If you miss entering the class more than three days in a row, points may be deducted from your participation.

In order to verify student identity in the class, the instructor reserves the right to call the student to correlate questions concerning the class with their personal information to ensure proper identity.

Academic Integrity - I do not expect this to be an issue, but it must be clear to every student that any act of academic dishonesty will be handled within the policies and procedures outlined in the IUP Undergraduate Catalog. The IUP Academic Integrity Policy and Procedures can be viewed at [http://www.iup.edu/registrar/catalog/under academic policies](http://www.iup.edu/registrar/catalog/under_academic_policies).

Special Resource Requirements:

Per the IUP Distance Education site (<http://www.iup.edu/distance/>), the Student Responsibilities link provides required information for online classes. For example, you need to use your IUP email account to receive notification and instructions for entering the course. There are some basic abilities (i.e. know how to use a mouse) and hardware/software requirements (i.e. must be able to reach the World Wide Web) you should check.

Bibliography:

Belknap, J. (2006). *The invisible woman: Gender, crime and justice*. Wadsworth: Belmont, CA.

Bernard, A. (2012). *The intersectional alternative: Explaining female criminality*. *Feminist Criminology*, 8: 3-19.

Bernstein, N. (2007). *All alone in the world: Children of the incarcerated*. The New Press: New York.

Chesney-Lind, M. and Pasko, L. (2012). *Girls, woman and crime: Selected readings*. Sage: Thousand Oaks.

Chesney-Lind, M. and Pasko, L. (2012). *The female offender: Girls, women and crime*. Sage: Thousand Oaks.

Chesney-Lind, M. and Sheldon, R. (2003). *Girls, delinquency, and juvenile*. Wadsworth: New York.

Fisher, B. and Sloan, J. (2003). *Unraveling the fear of victimization among college women: Is the shadow of sexual assault hypothesis supported?* *Justice Quarterly*, 20: 633-659.

Gallo, G. (2002). *Armed and dangerous: Memoirs of a Chicago policewoman*. Forge Books: New York.

George, E., Johnson, R., and Pollock, J. (2010). *A woman doing life: Notes from a prison for women*. Oxford University Press: New York.

Hall, M. (2009). *Prosecuting domestic violence: New solutions to old problems?* *International Review of Victimology*, 15: 255-276.

Houser, K., Belenko, S., and Brennan, P. (2012). *The effects of mental health and substance abuse disorders on institutional misconduct among female inmates*. *Justice Quarterly*, 29: 432-450.

Leigey, M. and Hodge, J. (2012). *Gray matters: Gender differences in the physical and mental health of older inmates*. *Women & Criminal Justice*, 22:289-308.

Kavanaugh, P. (2012). *The continuum of sexual violence: Women's accounts of victimization in urban nightlife*. *Feminist Criminology*, 8:20-39.

Miller, S., Leve, L. and Kerig, P. (2011). *Delinquent girls: Contexts, relationships, and adaptation*. Springer: New York.

Ness, C. (2010). *Why girls fight: Female youth violence in the inner city*. NYU Press: New York.

Odem, M. (1995). *Delinquent daughters: Protecting and policing adolescent female sexuality in the US 1885-1920*. University of North Carolina Press: Chappell Hill, NC.

Schultz, D. (2004). *Breaking the brass ceiling: Women police chief's and their paths to the top*. Praeger: Santa Barbara, CA.

Shaffner, L. (2006). *Girls in trouble with the law*. Rutgers University Press: New Jersey.

Singer, K. (2008). Feminist perspective on female offending. *Women & Criminal Justice*, 12:23-51.

Wormer, K. and Bartollas, C. (2010). *Women and the criminal justice system*. Prentice Hall, New Jersey.

Wormer, K. and Bartollas, C. (2006). *Voices of women from the criminal justice system*. Allyn & Bacon: Boston, MA.

Week 1 Key Concepts: Sex and Gender

(These notes would be in PowerPoint slides, but they are typed here for viewing.)

Sex = the biological distinction between females and males

- sex is the means in which humans reproduce
- more males are born than females, but males have a higher death rate when younger, so that by mid-thirties there are slightly more females
- **primary sex characteristics** = genitals, organs used for reproduction
- **secondary sex characteristics** = body development, not including the genitals, that distinguish males from females (wider hips, breast, body hair, voice)
- **intersexual people** = people whose anatomy (including genitals) includes both female and male characteristics
- **transsexuals** = people who feel they are one sex even though they are biologically another
- gender reassignment = surgical alteration of a person's genitals
- sexuality has a biological foundation, but like all dimensions of human behavior, sexuality is also very much a cultural issue

Gender = a dimension of culture that refers to the personal traits and patterns of behavior that a culture attaches to males and females

- gender is a dimension of social organization, shaping how we interact with others and how we think about ourselves
- gender involves hierarchy, ranking men and women differently in terms of power, wealth and other resources
- gender stratification = unequal distribution of wealth, power, and privilege between men and women

Gender is rooted in everything we do from childhood throughout the rest of our lives.

Most differences between men and women are socially created.

- on average, men are 10% taller, 20% heavier and 30% stronger in upper body
- women live longer (80 to 74 for men), better verbal skills
- no overall differences in intelligence between men and women

[http://www.steadyhealth.com/articles/Difference between male and female structures mental and physical a613.html](http://www.steadyhealth.com/articles/Difference%20between%20male%20and%20female%20structures%20mental%20and%20physical%20a613.html)

Globally, most societies do not consistently define tasks as either masculine or feminine. Gender varies too much across cultures to be considered strictly biological.

<http://www.pbs.org/independentlens/two-spirits/map.html>

Although gender varies, there is some degree of patriarchy across the world.

Patriarchy is a form of social organization in which males dominate females.

- this allows men to have more resources than women

Is Patriarchy Inevitable?

- in preindustrial societies, women have little say over pregnancy and childbirth, so the scope of their lives is limited
- in postindustrial societies, biological differences offer little justification for patriarchy
- some believe that biological factors such as hormonal differences (pregnancy and childbirth) make patriarchy difficult to eliminate
- most sociologists believe that gender is socially constructed and can be changed

Matriarchy = a form of social organization in which females dominate males

- no clear case of matriarchy
- according to the United Nations, Norway, Sweden and Finland afford women the highest social standing relative to men
- United States ranks eighth in gender equality

Sexism = belief that one sex is innately superior to the other and is the ideological basis of patriarchy

- not just an individual attribute
- built into the institutions of society
- institutional sexism pervades the U.S. economic system with women highly concentrated in low-paying jobs
- sexism stunts the talents and limits the ambitions of women all over the world
- masculinity calls for men to engage in many high-risk behaviors, so privilege comes at a cost
- patriarchy compels men to seek control not only of women but also of themselves and their world
- masculinity is closely linked to accidents and suicide, violence and stress-related diseases
- if men seek to control others, they lose opportunities for intimacy and trust

<http://www.understandingprejudice.org/links/sexism.htm>

Gender Socialization

- gender shapes human feelings, thoughts, and actions
- by age three, children begin to apply gender standards to themselves
- traits we link with feminine (submissive, dependent, emotional, intuitive, weak, timid, content, passive, cooperative, sensitive, and sex object)
- traits we link with masculine (dominant, independent, rational, assertive, analytical, strong, brave, ambitious, active, sexually aggressive)
- gender roles = attitude and activities that a society links to each sex
 - *expectations are placed on you based on whether you are male or female
- gender starts at birth when people ask "Is it a boy or a girl?"
- children tend to form single-sex play groups
- peer groups also teach children about their gender
- gender shapes our interests and beliefs about our own abilities, guiding areas of study and career choices

- gender is also replicated in the media in tv shows, commercials, etc.
http://www.unicef.org/earlychildhood/index_40749.html

Social Stratification

- gender is a social hierarchy
- in 1900, only 20% of US women were in the labor force
- in 2002, 60% of women aged 16 to over worked for income and 3/4 worked full time
- Factors that changed the US labor force is
 - *decline of farming as an occupation
 - *the growth of cities
 - *shrinking family size
 - *rising divorce rate

<http://www.dol.gov/wb/>

- in US women working is the rule, not the exception
- in the past US working women were childless
- today, 63% of married women with children under age of six work for income
- 77% of married women with children between 6 and 17 years of age work

Income and Wealth

In 2001, median earnings of women working full time were \$29,215, where for men it was \$38,275.

In 2009, median earnings of women working full time was \$35,549 compared to \$45,485 for men

<https://www.census.gov/prod/2010pubs/acsbr09-3.pdf>

For every dollar earned by men, women earn 77 cents

These earnings differences are greatest among older workers and smaller among younger workers (older working women tend to have less education and seniority than older working men)

The main reason women earn less than men is due to the kind of work they do: largely clerical and service jobs.

<http://www.npc.umich.edu/poverty/>

Politics

Women were legally able to vote in US in 1920.

Today, thousands of women serve as mayors of cities and towns

After 2002 elections, 6 of the 50 state governors were women and in Congress, women held 59 out of 435 seats in the House of Representatives and 14 out of 100 seats in Senate

Are Women a Minority?

A minority is any category of people distinguished by physical or cultural differences that a society sets apart and subordinates

Given the clear economic disadvantage of being a woman in the US, it seems reasonable that US women are a minority even though they outnumber men

Violence

<https://www.ncjrs.gov/pdffiles/172837.pdf>

Today, a great deal of 'manly' violence is directed at women

402,000 aggravated assaults (with weapon) against women each year

Add to the above number

217,000 rapes or sexual assaults

2 million simple assaults

Most rapes involve not strangers but men known to the women

Violence is built into culture.

Sexual harassment = comments, gestures, or physical contact of a sexual nature that are deliberate, repeated, and unwelcomed

Most victims of sexual harassment are women, but men can also be sexually harassed

<http://unstats.un.org/unsd/demographic/products/Worldswomen/WW2010pub.htm>

Feminism = the advocacy of social equality for men and women, in opposition to patriarchy and sexism

- first wave was in 1940s as women opposed slavery

Basic feminist ideas = feminism views the personal experiences of women and men through the lens of gender.

Although people who consider themselves feminists disagree about many issues, most support these 5 principles:

1. need to increase equality
2. need to expand human choice (allow everyone to develop into the persons they can be instead of shaped by cultural ideas)
3. need to eliminate gender stratification
4. need to sexual violence
5. need to promote sexual freedom (women control their bodies, their birth control methods)

Next, we will review the key concepts related to crimes!

Relevant Video Links to Post for this Material

PBS Frontline “Country Boys” <http://www.pbs.org/wgbh/pages/frontline/countryboys/view/>

PBS Frontline “The Plea”

<http://www.pbs.org/wgbh/pages/frontline/shows/plea/view/>

Snapped Shows

<http://oxygen.com/tvshows/snapped/>

Relevant Links

The World Bank Gender Equity Data <http://datatopics.worldbank.org/gender/>

US Census – Age and Sex <http://www.census.gov/idb/worldpopinfo.html>

Pew Research – Women in Military <http://pewresearch.org/pubs/2156/military-women-veterans>

Crime Statistics by Sex

http://www.census.gov/compendia/statab/cats/law_enforcement_courts_prisons_crimes_and_crime_rates.html

FBI - Uniform Crime Report <http://www.fbi.gov/about-us/cjis/ucr/ucr>

Sample Knowledge Check Questions

1. _____ is biological, while _____ is cultural. (Sex, gender)
2. T/F Most of the differences found between men and women are biological.
3. The US would be considered a patriarchal society. Explain why.
4. Each sex is prescribed attitudes and expectations that accompany their sex...these are referred to as _____. (gender roles)
5. T/F Men and women typically differ in income because of the jobs/careers that they choose to go into.

Sample Mid-Term Essay Questions

1. When women kill their children, it tends to make media attention in ways that differ when men kills children. Provide three explanations that would explain why society would ‘feel’ differently about a woman killing her children compared to a man. You can view some examples of women who have killed their children, like Andrea Yates, at http://www.trutv.com/library/crime/notorious_murders/women/index.html
2. Provide two specific examples of people ‘doing gender’. The examples should show how a person does either masculinity or femininity. Explain the context of the situation, the situation and the ‘gender’ being displayed.

Sample of Threaded Discussion Questions

1. Watch this Saturday Night Live skit on 'Pat'.

http://www.dailymotion.com/video/xl8cpg_saturday-night-live-pat-at-the-office_fun

Why is this funny? Does this really happen? If you walk past someone and their sex or gender is not blatant, what do we do? Why is it such a 'big deal'?

2. Watch this short piece about Gender Testing in 2012 Olympics

<http://youtu.be/0Kyv9uYgCM>

What are your thoughts in regards to this testing and the claims made about what represents a 'woman'?

3. In the recent Penn State scandal, the public learned that boys are victims of sexual molestation and violence. Given that fact that the majority of crime is NEVER reported to police, how does gender play a role in non-reporting? How does gender socialization impact who reports their crime victimization and who does not, in the US?

4. View the following trend

<http://bis.ojp.usdoj.gov/content/homicide/gender.cfm>

Are these statistics surprising to you in regards to gender and violence? Why? What do they say about gender socialization in the US?

Sample Script of Wimba Audio for students

Hi! Welcome to CRIM 450! As you can see from the syllabus we will be discussing a variety of topics this semester. The beginning of this course will focus on understanding the key concepts of our discussion; sex, gender and crime. We all need to be on the 'same page' before we can get into depth about key issues in this area.

Also, we need to keep in mind that part of your college experience is to learn how to have professional and respectful dialogue with your peers and instructors. The topics we will discuss can be sensitive to some people and we will respect that in our discussions. If necessary, we can right now 'agree to disagree'. You can respectfully disagree with your peers, which includes stating your point with clear justifications. Listening to the response is also part of your learning process. Name calling, belittling comments or derogatory terms will not be acceptable. The IUP Integrity statement is in the syllabus, as a review.

If you have any questions or concerns, please contact me!!

Okay, let's get going! The first topic defines sex and gender. It is important to understand that the concepts ARE different, though they tend to be used interchangeably.

- After you read the assignment chapter, please review my notes for you. The notes are NOT a substitute for the reading. My notes supplement the reading!!!
- There are several threaded discussions for your response. Make sure you review the video clip or read the article before you respond. Your responses should be clearly written, organized, and in your own words. I would suggest typing your response in

Word, and post when you are done. Remember that you can be timed out of the discussion, which means you will lose your information.

- **After you have completed the discussion posts, you need to take the Knowledge Check quiz as a marker of what you have learned. You should answer the questions with NO notes or books. You are not graded in how many correct responses you received...only that you completed them. Also, these questions serve as your review for the exams!**

Once you 'get into' the material and the activities, things will be easy so do not get frustrated if you are having a difficult time. Each topic will be set up in the same manner to keep things simple. You cannot 'mess anything up' so do not worry.

I will email everyone individually in a few days to see how things are going! Remember to email me with any questions that arise.

Have a good week!

**SYLLABUS OF RECORD
CRIM 450 WOMEN AND CRIME**

I. Catalog Description

CRIM 450 Women and Crime

3 class hours

0 lab hours

Prerequisite: CRIM 101 or 102

3 semester hours

(3c-01-3sh)

A study of the nature and extent of women's crimes, theories of female, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

II. Course Outcomes

Students will:

1. Develop an understanding about the nature and extent of female criminality, from past to present.

2. Compare and contrast the criminological theories that explain female criminality.

3. Identify and critically analyze female victimization through the criminal justice system, and detect future areas of policy changes.

4. Examine the professional role of women in the criminal justice and critically assess their progress.

5. Evaluate the criminal justice system's response to women as offenders, victims, and professionals. Specifically, assess women's experiences through process, treatment, punishment, and discrimination.

III. Course Outline

A. Understanding Female Criminality (4 lecture hours)

1. Women's involvement in crime currently and historically

2. Possible explanations for changes that have occurred

3. Legislative initiatives that affect women

4. Perspective of gender, justice, and social control

5. Examining race/ethnicity and social class

- B. Examining Theories about Women and Crime (6 lecture hours)**
 - 1. Images of women
 - 2. Early biological, psychological, and physiological explanations
 - 3. Classical and Positive School
 - 4. Adler and Simon
 - 5. Increased social control and economic marginalization
 - 6. Drugs and crime
 - 7. Childhood maltreatment and criminality

- C. Processing Women and Girls in the Criminal Justice System (4 lecture hours)**
 - 1. Chivalry and paternalism
 - 2. Gender specific and gender neutral laws
 - 3. Girls and juvenile justice

EXAM #1

- D. Sentencing Women (3 lecture hours)**
 - 1. Women in jail and in prison
 - 2. Women on probation
 - 3. Alternative dispositions
 - 4. Women and the death penalty

- E. Women in Prison (4 lecture hours)**
 - 1. Issues that affect female inmates such as pregnancy, addiction and health care
 - 2. Motherhood and termination of parental rights
 - 3. Vocational and educational programs
 - 4. HIV/AIDS in prison
 - 5. Prisoner reentry

- F. Female Victimization (7 lecture hours)**
 - 1. Images of women as victims
 - 2. Stalking and Rape
 - a. Blaming the victim
 - b. Socialization and victimization
 - c. Acquaintance rape, date rape, and stranger rape
 - 3. Battering
 - a. Cycles of violence
 - b. Preventing abuse

EXAM #2

- G. System's Response to Victims (5 lecture hours)**
 - 1. Historical treatment of victims
 - 2. Rape shield laws
 - 3. Restraining orders
 - 4. Limitations of the process
 - 5. Assisting female victims
 - 6. Changing societal perceptions

H. Women Professionals in Criminal Justice (5 lecture hours)

1. Historical involvement of women in the field
2. Litigation and court challenges
3. Sexual harassment in criminal justice professions
4. Women in policing
5. Women and the law
6. Women and corrections

I. Future Issues for Women (4 lecture hours)

1. Legislative changes
2. Equal pay
3. Policies in the United States and in other countries
4. Women in politics

FINAL EXAM

IV. Evaluation Methods

50% Exams. Three in-class tests. Test will use a combination of objective and essay questions to assess knowledge of course content

35% Analytic Paper and Presentation. Each student will write a 8-10 page paper and present it to the class. The topic will be assigned by the instructor or by the instructor. The paper will require applying concepts and knowledge from the course. For example, students might take a criminal justice system response to a particular offense and compare/contrast the treatment of men and women, sanctions/punishments for both, and suggestions on future policies related to their findings. Paper represents 25% of grade, while presentation is 10%.

15% Short Paper/Assignments. Three short paper assignments will be assigned. Each will focus on a specific contemporary issue related to girls/women and crime. Such topics would include female gangs; women who kill their children, and rape of female offenders.

Sample Grading Scale:

Exams	50%
Paper and Presentation	35%
Short Paper/Assignments	15%
Total	100 %

90% and above = A; 80-89% = B; 70-79% = C; 60-69% = D; Below 60% = F

V. Attendance Policy

Individual faculty will denote an attendance policy on the course syllabus that is consistent with university policy. See IUP Undergraduate Catalog <http://www.iup.edu/registrar/catalog/>.

VI. Required Textbooks, Supplemental Books and Readings

Mallicot, S. (2011). Women and crime: A text reader. Sage Publications: Thousand Oaks.

Merlo, A.V. and Pollock, J. M. (2006). Women, law, and social control. Second Edition. Pearson: Boston, MA.

VII. Special Resource Requirements

No special resources are required by this course.

VIII. Bibliography

Belknap, J. (2006). The invisible woman: Gender, crime and justice. Wadsworth: Belmont, CA.

Bernestein, N. (2007). All alone in the world: Children of the incarcerated. The New Press: New York.

Chesney-Lind, M. and Pasko, L. (2012). Girls, woman and crime: Selected readings. Sage: Thousand Oaks.

Chesney-Lind, M. and Pasko, L. (2012). The female offender: Girls, women and crime. Sage: Thousand Oaks.

Chesney-Lind, M. and Sheldon, R. (2003). Girls, delinquency, and juvenile. Wadsworth: New York.

Gallo, G. (2002). Armed and dangerous: Memoirs of a chicago policewoman. Forge Books: New York.

George, E., Johnson, R., and Pollock, J. (2010). A woman doing life: Notes from a prison for women. Oxford University Press: New York.

Miller, S., Leve, L. and Kerig, P. (2011). Delinquent girls: Contexts, relationships, and adaptation. Springer: New York.

Ness, C. (2010). Why girls fight: Female youth violence in the inner city. NYU Press: New York.

Odem, M. (1995). Delinquent daughters: Protecting and policing adolescent female sexuality in the US 1885-1920. University of North Carolina Press: Chappell Hill, NC.

Schultz, D. (2004). Breaking the brass ceiling: Women police chiefs and their paths to the top. Praeger: Santa Barbara, CA.

Shaffner, L. (2006). Girls in trouble with the law. Rutgers University Press: New Jersey.

Wormer, K. and Bartollas, C. (2010). Women and the criminal justice system. Prentice Hall, New Jersey.

Wormer, K. and Bartollas, C. (2006). Voices of women from the criminal justice system. Allyn & Bacon: Boston, MA.