

SOC 399 Women and Crime
Course Syllabus: Spring 2016
MW 8:55-10:05 a.m. PPHAC

Instructor: Joyce Dougherty, Ph.D.
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Office Hours: MW 8:30-8:50 a.m. and by appointment
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COURSE DESCRIPTION:

This course is designed to provide students with an in depth understanding of the status of women in society today and its impact on women and girls both as victims and perpetrators of crime. The course examines basic theories of victimization, crime and delinquency, as well as how the criminal and juvenile justice systems function to process female victims and female offenders. Focusing on the females' specific pathways into crime and delinquency, students will examine contemporary prevention and intervention strategies designed to either prevent such behaviors from happening in the first place or from reoccurring once they have been exhibited. There are two required texts: Stacy Mallicoat's reader, Women and Crime, and Robert Kolker's Lost Girls.

COURSE OBJECTIVES:

Upon completion of this course, a successful student will be better prepared to participate in and intelligently contribute to the larger public conversation about women and girls as victims and perpetrators of crime today. Assignments are designed to build and/or strengthen all of the following core skills:

- Analysis and Problem Solving Skills
- Interpersonal and Leadership Skills
- Project Management and Organizational Skills
- Research and Information Management Skills
- Self- Management and Work Habits
- Written and Oral Communication

PARTICIPATION:

This course is structured in a format that blends lectures, documentaries, classroom discussions, and student presentations. As a student in this class, you become a part of an intellectual community actively involved in exploring issues relating to women and crime. While consensus on every issue may not be possible, the expectation is that the classroom will be a safe, supportive environment in which ideas and differences can be shared in a respectful and positive way.

Active participation will be worth 15 percent of the final grade. To receive full credit for active participation (100 percent) students must: 1) Attend and participate in all classes that involve classroom discussions, group activities, and group presentations; 2) Thoughtfully complete all of the peer and group presentation evaluations; and 3) Submit two multiple choice, (very) short answer or true/false questions from each class lecture or documentary shown during class, two multiple choice, (very) short answer, or true/false questions from all 13 sections in the Mallicoat text and one question from each of the 26 readings in that text. Those questions along with the answers to those questions must be clearly labeled by class date, or text section or reading

number, and they must be in the appropriate format and submitted on time. Examples of the acceptable format follow:

A multiple choice question:

Which of the following is not considered a “rape myth”?

- a) A woman who gets raped usually deserves it
- b) Women who do not fight back have not been raped
- c) When a woman says “no” to sex she really means “yes”
- d) All of the above are considered rape myths

ANSWER: D

A true/false question:

A man cannot rape his wife. ANSWER: False

A (very short – i.e., one or two word) answer question:

One of the rape myths is that only _____ women get raped. ANSWER: Bad

For questions to be considered “on time”, they must be submitted according to the following schedule:

- Class Questions and Questions from Sections I through V, and readings #1-10: Monday, **February 15**
- Class Questions and Questions from Sections VI through VIII and readings #11-16: Monday, **March 14**
- Class Questions and Questions from Sections IX through XI and readings #17-22: Monday, **April 11**
- Class Questions and Questions from Sections XII through XIII readings #23-26: Wednesday, **April 27**

The final grade for active participation will be impacted when a student fails to attend all classes that involve class discussions, group activities, and group presentations, fails to complete all of the peer and group presentation evaluations, and/or fails to submit all of the questions from class lectures and documentaries, and from the text in the proper format and on time.

ATTENDANCE:

It is essential that everyone faithfully attend, and come to class on time and prepared. Students will be permitted to have two (2) unexcused absences (missing one week of class), but using those unexcused absences will impact your final attendance grade. Excessive tardiness to class will count as one unexcused absence. For an absence to be considered “excused” an email must be received prior to the class with an explanation as to why you cannot attend (i.e., illness, family emergency, etc.) and proper documentation must be received upon your return to class. Notes from the College’s Health Center must be signed by someone from the Health Center staff to be considered valid excuses.

Attendance will be worth 10 percent of the final grade. Only students with no absences will receive 100 percent for attendance. Students with one unexcused absence will receive 95 percent. Students with two unexcused absences will receive 90 percent. Students with three unexcused absences will receive 75 percent and those with four unexcused absences will receive 65 percent. Students with more than four unexcused absences will receive no credit for attendance. Students who accumulate an excessive number of excused absences will be expected to go to the College’s Academic Support Center for additional documentation regarding the

absences. Having an unexcused absence on a class discussion day also will impact the final grade for active participation.

WRITING ASSIGNMENTS:

I. Short Papers and Class Discussions: Students will be expected to write three (3) short papers (three to four pages maximum, double-spaced, 12 point font, not including a bibliographical reference list) and come to class prepared to discuss each paper on the date the paper is due (which will be part of the active participation final grade). The quality of the writing, thoughtfulness of each paper and how effectively you express your opinions in writing will all be taken into consideration. **Each paper will be worth 15 percent of the final grade.**

While students may incorporate independent research into each paper, the expectation is that specific references with appropriate citations from the Mallicoat text **must** be included in each paper. Citations should follow the American Psychological Association (APA) format. Guidelines for the American Psychological Association format can be found at the following website: <https://owl.english.purdue.edu/owl>.

The expectation is that all students abide by the established norms of academic honesty and the College's specific academic honesty policy when writing all papers for this class.

Each paper will be due on the following dates via email no later than 7:30 a.m. Students also must bring a hard copy of each paper to class and be prepared to discuss their work on these dates:

- Short Paper #1 on the status of women and rape myths: Provide a brief overview of the status of women in historically patriarchal societies and rape myths, and then take a position on how that status either perpetuates or debunks those myths. Logically defend your position. **Due February 8**
- Short Paper #2 on women and the crimes they commit: Provide a brief overview of the kinds of crimes women typically commit. Take a position on whether you think legalizing prostitution would have a positive or negative impact on women offenders and on the status of women in general. Logically defend your position. **Due February 29**
- Short Paper #3 on the impact the incarceration of mothers has on their children. Provide a brief overview of issues surrounding the incarceration of women with children and on the impact that incarceration can have on their children. Take a position on the viability of allowing all incarcerated mothers to have regular contact visits with their children (i.e., Would such visits minimize the negative impact incarceration has on the children? Is it realistic given the distance children may have to travel and the cost of that travel? Is it realistic given the potential security issues such visits create? etc.) Logically defend your position. **Due March 23**

II. Major Group Project – Written and Oral: Students will be assigned to a group by the instructor on **January 27**. Once in the group, students will be expected to agree upon who in the group will be assigned to one of each part of the group's final paper based on an assessment of their core skills. Each part of the paper should be 6 to 7 pages maximum (double-spaced, 12 point font and not including the reference list at the end of the paper) and must be clearly labeled (i.e., Part One, Part Two, etc.) including the name of the student responsible for writing that part of the paper. Each part must incorporate class readings, lecture material, and independent research, using the APA format for in-text citations and the bibliography. **Each part of the paper will be worth 15**

percent of the final grade (each student receiving a grade for the part he/she is responsible for writing).

- **Part One:** This part of the paper must identify the common links shared by each of the five women in Lost Girls, integrating relevant course readings and lectures, and independent research on the demographics of female (girls and women) offenders.
- **Part Two:** Each group will be assigned by the instructor to focus on the case of one specific woman in Lost Girls: Maureen/Marie; Melissa/Chloe; Shannon/Angelina; Megan/Lexi; or Amber/Carolina. This part of the paper must identify that woman's specific pathway into crime, and identify the theory that best explains her behavior, integrating relevant course readings and lectures, and independent research.
- **Part Three:** Still focusing on the one woman to which your group has been assigned, this part of the paper must focus on how this woman's path into criminality during her early years may have been prevented. Each system (economic, educational, family, human services, etc.) that failed the woman needs to be identified and then a prevention strategy needs to be posited. In other words, what could have been done differently to prevent the woman's eventual pathway into crime? Relevant course readings, lectures, and independent research should be used to identify a specific prevention strategy or strategies.
- **Part Four:** Again, still focusing on the one woman to which your group has been assigned, this part of the paper must focus on the fact that the woman eventually did become involved in the juvenile and/or criminal justice systems. At that point in the woman's pathway (the point or points at which she became involved with the justice system), an intervention strategy needs to be posited. In other words, what could those professionals involved in the juvenile and/or criminal justice systems who came in contact with the woman have done differently? What programs might they have referred her into that would have saved her life? Relevant course readings, lectures, and independent research should be used to identify a specific intervention strategies and programs.

Groups made up of only three students will only be expected to do parts two through four. Only groups made up of four students will be expected to do all four parts.

A draft copy of part of the paper will be **due on in class on March 2**. The drafts will be reviewed, but not graded, with particular attention paid to the organization of each section and the logical flow of the paper as a whole, the quality of writing, scholarship, and articulation of positions taken. Each part must be clearly labeled (i.e., Part One, Part Two, etc.) and must include the name of the student responsible for writing that part. The paper must be consecutively paginated with one comprehensive reference list at the end of the paper following the APA format. Proper citation of all sources will be critical; **the expectation being that all group members abide by the established norms of academic honesty and the College's specific academic honesty policy when writing each section of the paper**. Each group will be expected to set up an appointment with the instructor to review the draft and any suggested revisions. All group members must attend this appointment. **The revised final version of the group project is due April 13.**

A one to two page progress report from each group (one report per group **worth 5 percent of each student's the final grade**) will be due and presented in class on **February 10**. This report must identify who is responsible for each part of the paper and why that person was determined to be best suited for that assignment based on an assessment of that person's core skills. The

report also will need to include a timetable that demonstrates how the group plans to ensure the draft of the paper and the final paper itself will be completed on time. Participation in the class presentation of this progress report is considered part of each student's active participation grade.

Each group will be expected **present their work in class** beginning on **April 20**. The group presentation will be worth **10 percent of the final grade**. All students will be expected to complete a group self-evaluation, and each group presentation will be evaluated by the class, with those completed evaluations making up part of the active participation portion of the final grade.

EXTRA CREDIT:

For extra credit students may opt to take a final exam (during the regularly scheduled final exam period on **Monday, May 2 at 11:30**). The exam will be made up of the questions submitted by students during the semester. Taking this test will give students the option of dropping their lowest short paper grade if their test grade is higher than that lowest grade and will be worth 15 percent of the final grade. All of the three short papers must be submitted for this option to apply. In other words, choosing not to do a paper because you plan on taking this test is not an option! Students email the instructor by **April 25** indicating whether or not they intend to take advantage of this extra credit option.

DISABILITY STATEMENT:

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

SUMMARY OF KEY DATES:

- January 27, groups will be assigned
- February 8, the first short paper is due and in-class discussion of the paper
- February 10, the group progress report is due and in-class presentations of those reports are scheduled
- February 15, the first set of questions is due
- February 29, the second short paper is due and in-class discussion of the paper
- March 2, the draft of the group paper is due
- March 14, the second set of questions is due
- March 23, the last short paper is due and in-class discussion of the paper
- April 11, the third set of questions is due
- April 13, the group paper is due
- April 20 – 27 in-class presentations of the group papers
- April 25, notification of whether or not you are opting to take the extra credit final is due
- April 27, the last set of questions is due
- May 2, at 11:30 the extra credit final exam