Emporia State University  
College of Liberal Arts and Sciences  
Department of Sociology, Anthropology, Crime, and Delinquency Studies  
SO 300B: Crime and Gender  
Fall 2016  

Instructor’s Contact Information:  
Instructor: Holly Pottle, Assistant Professor  
Class Location: BC 119  
Class time: Tues. and Thurs. 2-3:20 p.m.  
Instructor’s Office Location: BC 115E  
Phone: 620-341-5779  
E-mail: hpottle@emporia.edu  
Office hours: Mon., Wed., and Fri. 9-10:30 a.m.; Tues. 1-1:30 p.m. Also available by appointment.

Required Textbook:  
Stamford, CT: Cengage Learning.

Description and Overview  
Many complexities exist relevant to issues of gender, crime, and justice. Please look beyond the surface and assess the issues on a deep level from various angles. Topics to be covered with an emphasis on gender include the causes and consequences of crimes committed; victims and survivors of crimes; working in the criminal justice system; feminist and sociological theories; development of laws, public policies, and policing; cultural and structural factors; and ways gender interacts with various demographic variables as this relates to crime and justice.

Course Format  
This class features nine modules covering class concepts. Consistently attending class and completing assignments are essential to your success in this course, in terms of learning and grades. There will be in-class and out-of-class assignments. Course activities and assignments will include in-class individual writing and small group exercises; quizzes; a research journal article writing assignment; and midterm and final exams. Furthermore, we will do a “Hunger Banquet” during our last week of class, which is an activity that simulates global inequality and world hunger, and connect this simulation to class concepts.

If you have trouble understanding any class course topics, please ask me for assistance. If you are unclear about any assignment, please ask for clarification before the assignment is due. If there is a personal issue, please e-mail me, or discuss it with me in my office or over the phone.

Student Learning Outcomes  
Upon successful completion of this course, students will be able to:

• Identify and describe the most important theories of gender, crime, and deviance.  
• Compare and contrast feminist and traditional theories of crime.  
• Compare and contrast gender in terms of frequency of offending, types of offenses, and differences in social response to male and female offending.
• Describe the relationship between gender, crime, and social control.
• Describe how gender affects experiences with police, courts, and corrections.
• Identify and describe several common characteristics of gender as this relates to experiences as employees in the criminal justice system.

Canvas

Canvas is the primary software system used by ESU for online access to course materials online. You will submit all out of class assignments on Canvas. Announcements will also be posted on Canvas. Furthermore, you can check your scores for assignments on Canvas. Canvas may be entered from any computer with Internet access and you will also submit out-of-class assignments here. There is more than one way to access Canvas. You can go to directly to this link: https://canvas.emporia.edu/. You can also access Canvas by logging into your BuzzIn account. Then, a link to Canvas will be listed on the right side of the screen.

If you need assistance with Canvas or are having technical difficulties, please call Information Technology (IT) at 877-341-5555. IT’s hours are:

Mondays-Thursdays 8 a.m.-9 p.m.
Fridays 8 a.m.-5 p.m.
Saturdays 11 a.m.-3 p.m.
Sundays 5-9 p.m.

IT’s webpage is https://www.emporia.edu/it/. Please use a reliable computer for all assignments. If you do not have a computer or if your computer is unreliable or not working, there are various places on the ESU campus with computers accessible to students, including the ESU library and the Memorial Union. Computer problems will not excuse you from the class late assignment policy. Thus, please make sure you allow yourself sufficient time.

Assignments

1. Module Quizzes (9 quizzes @10 points each): This course features 9 modules covering the information for this course. Each module includes a quiz. Each quiz features 10 multiple choice questions. You will submit these on Canvas and have 20 minutes from the time you start each quiz to submit it or until the time it is due (whichever comes first). They will be due by the Sunday at the end of each module at 11:59 p.m. and will become available in canvas sometime on the previous Thursday. I will post an announcement on Canvas and e-mail the class when each quiz becomes available.

Considering that the quizzes are timed, it is essential to complete your readings and review class notes before starting. If you are having to spend a lot of time looking for answers during the quiz, you will not likely complete it within the timeframe. You may not retake quizzes and can only take these late with an approved documented absence on the due date. Please carefully read questions and response choices before replying, and be careful to make sure you marked the response you meant to.

2. Exams (3@45 points each): This class includes three exams. You will be given a choice of four essay questions and choose three to respond to for each exam. Each response must be 2-3 pages with 12-point font and 1 inch margins on each side. Exam 1 is due Sept. 25 and covers Modules 1-3. Exam 2 is
due Oct. 23 and covers Modules 4-6. Exam 3 is due Dec. 16 and covers Modules 7-9. You will submit these on Canvas through Turnitin.

3. **In-class Individual Writing Exercises (20@5 points each):** There will be 20 brief in-class writing exercises this semester. You will turn in each exercise in class. These exercises are spontaneous and will not be pre-announced.

4. **In-class Small Group Exercises (20@5 points each):** There will be 20 in-class small group exercises, in which you will divide into groups of 3 to 5 students and discuss a topic or engage in other activities to be assigned in class. One student will write what you discuss on a sheet of paper to be turned in. Each group member must write your own name on the paper. You will turn in each exercise in class. These exercises are spontaneous and will not be pre-announced.

5. **Research Journal Article Essay (40 points):** You will choose one study from a research journal on a topic relevant to this class and then answer questions I will provide. You will also locate one professional peer-reviewed journal article from the ESU Library’s database that pertains specifically to the theory addressed. In class, we will discuss how to use the ESU library’s website to locate such articles.

   The prompt for each assignment can be found within the instructions for each assignment. All essays must use APA or ASA formatting for in-text citations and reference list and be free of spelling and grammatical errors. Your assignment should be typed, double-spaced, 12-point font. The essay must be 4-5 pages, with one-inch margins on all sides and page numbers. Specific instructions for this assignment will be provided. The theoretical essay is due Dec. 11 on Canvas through Turnitin.

6. **Participation (30 points):** Your overall participation score is based on four criteria: 1) attendance, 2) contributing constructive input to class discussions, 3) attentiveness, and 4) non-disruptiveness. Your participation is important to learning, both your own learning and that of your classmates. Class discussions will be an integral part of this class, so there will be plenty of opportunities to participate. In order for class discussions to go smoothly and out of respect for each other, it is important that only one person speaks at a time. To receive participation points, your comments must be on-topic, and you must avoid simply repeating what the instructor or another student said without your own comments on.

   Attending class for the whole period is essential to your success in this class, affecting both your learning and your grades. You must be in class the whole time in order to receive credit for being here the whole time. More information about how attendance affects your participation score is in the “Attendance Policy: Absences, Tardies, and Leaving Early” section of the syllabus.

   In addition to speaking during class discussions, participation also involves paying attention and actively listening. Thus, attentiveness and non-disruptiveness are also part of your participation score. Disruptive and inattentive behaviors result in a deduction of participation points, and if I notice any such behaviors, I will use my discretion in terms of how many points to deduct. This will be based on how regularly you engage in inattentive and disruptive behaviors, how long such behaviors last when they happen, etc. Such disruptive and inattentive behaviors that are not allowed include carrying on private conversations during class lectures, discussions, or videos; text messaging; using laptops; using iPods; doing work for other classes; etc. Participation points could also be deducted for failure to abide by the "Guidelines for Effective Discussions, Debates, and Interactions," which we will create as a class. If you are continually disruptive to the point where this is interfering with the functioning of the class, I will contact you privately about this and if the behavior persists, submit a Student Concern Form and a member of the CARE Team will contact you. If the behavior still continues and you refuse to drop the class, I will file for a Faculty-Initiated Student Withdrawal.
To earn full credit in the participation category, do the following. Participate consistently in various class discussions in many classes, though it’s okay if there are times where you have more to add in some discussions than others. Your comments must be constructive, well-thought out, and on-topic. Also, you must avoid simply repeating what somebody else already said without adding anything onto it. Though speaking during class discussions is important, do not dominate the discussion and allow other students to speak. Listening is as important to the learning process as speaking is. If you just spoke and no other student has their hand up, then you can raise your hand to speak again if you wish. You must also avoid inattentive and disruptive behaviors stated in the previous paragraph, and respect the “Guidelines for Effective Discussions, Debates, and Interactions”. You also need to consistently attend class and consistently arrive on-time and stay the whole class-time.

Since your overall participation score is based on how you do in the semester as a whole rather than being an activity where you get a score for each assignment, participation scores will not be posted in Canvas until the end of the semester. I provide a detailed description of how attendance is graded, so you are hopefully able to keep track of how you are doing. However, you can ask about how you are doing on participation during the semester.

**Activities, Assignments, and Grading Policy**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes</td>
<td>9 quizzes @10 points each = 90 points</td>
</tr>
<tr>
<td>Research Journal Article Essay</td>
<td>40 points</td>
</tr>
<tr>
<td>Exams</td>
<td>3 exams @45 points each = 135</td>
</tr>
<tr>
<td>In-class Individual Activities</td>
<td>20 activities @5 points each = 100 points</td>
</tr>
<tr>
<td>In-class Small Group Activities</td>
<td>20 activities @5 points each = 100 points</td>
</tr>
<tr>
<td>Participation</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>495 points</strong></td>
</tr>
</tbody>
</table>

**Course Final Grades**

- A = 465-495 points (94-100%)
- A- = 445-464 points (90-93%)
- B+ = 430-444 points (87-89%)
- B = 415-429 points (84-86%)
- B- = 396-414 points (80-83%)
- C+ = 381-395 points (77-79%)
- C = 366-380 points (74-76%)
- C- = 346-365 points (70-73%)
- D+ = 331-345 points (67-69%)
- D = 316-330 points (64-66%)
D- = 297-315 (60-63%)
F = 0-296 points (0-59%)

** Exams and the theoretical essay will be submitted in Canvas through Turnitin.com, a software device that detects possible plagiarism and if information is copied. This can include copied from other students' papers, books, online articles, etc. The software does not itself determine whether plagiarism has occurred and is based on the discretion of the instructor.

**Departmental “C” Policy:** Sociology, CDS majors, sociology and anthropology/CDS minors must have a minimum grade of “C” in this class to satisfy their degree plans with the Department.

**University Policies**

*Student Academic Dishonesty Policy:* Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

**Disability Statement:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Disability Services is located in Plumb Hall, room 106. The phone number is (620) 641-6637 and the e-mail address is disabserv@emporia.edu.

**Faculty-Initiated Student Withdrawal:** If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

**Access to Student Records (FERPA):** Emporia State University affords students their full rights in conformity with the Family Educational Rights and Privacy Act of 1974, its amendments and implementing regulations. Eligible students (student is defined as an individual who is or has been in attendance at an institution and for whom ESU has maintained an educational record) have the right to
inspect their educational records, request amendment of their records they believe to be incorrect or misleading, and restrict disclosure of their information in specific situations.

ESU designates the following items as directory information: a student's name, a student’s address(es), a student’s phone number(s), a student’s email address(es), a student’s major field(s) of study, a student’s classification (freshman, sophomore), a student’s enrollment status (full-time, part-time, undergraduate, graduate), a student’s dates of attendance, Most recent previous educational institution, a student’s past and present participation in officially recognized activities and sports, including the weight and height of members of athletic teams, a student’s degree(s) conferred and date(s) conferred, and a student’s award(s), honor(s), and scholarship(s) received, photograph, and the most recent educational agency or institution attended. Directory information 4-45 can include a student ID number only when the ID alone cannot be used to gain access to education records. Directory information shall not include a student’s Social Security Number. Directory information may be released without the student’s consent; however, eligible students may request that directory information not be made public. The student’s notice to withhold directory information must be made to the Office of Registration and is good for 1 academic year.

Class Policies

Absences, Tardiness, and Leaving Class Early: In addition to out of class assignments, in class activities such as lectures as well as class and small group discussions are important to your learning process and success in this class, so it is important to attend class and to avoid absences whenever possible. Unless unforeseen circumstances occur, classes will start on time. Therefore, it is important to arrive in class on time and prepared. Please obtain notes from a classmate if you must leave class early, arrive late, or be absent. To receive credit for in-class small group and individual writing exercises, you must be in class when we do them and you cannot do these late without documented absences. If you need to leave class early or arrive late, please do so non-disruptively.

At the beginning of each class, please legibly write your name on an attendance sheet. You may not sign in anybody else. To get credit for being here at the beginning of class, you must actually be here. Thus, if you sign in before class and then leave without returning until after class has started, this will count as being late.

You can have two unexcused absences without being docked points in your participation score. After that, you will lose one point from your participation score for each absence. A point will also be deducted from your overall participation score for every four tardies and-or leaving class early. You don’t need to inform me that you will be leaving early and if you do inform me, this doesn’t change the class policy. However, you may ask me privately ahead of time whether something will count as an excused absence, tardy, or leaving class early. If it does, I can inform you of what type of documentation I need and you can bring it afterwards.

Frequently leaving for part of class or for extended periods of time during class can also result in a loss of participation points. If you have physical or medical conditions that require modifications to this policy, please obtain documentation from Disability Support Services stating what types of modifications you need.

Late Assignments: You may make-up two in-class activities without documented absences on the due dates and you will need approved documented absences to make up more. You may make up module quizzes only with documented absences approved by the instructor on the date students did these in class. Except in cases of documented absences on the dates these assignments are due and late theoretical essays as well as late exams will lose 5 points for each day late.
If you are requesting a documented absence approval, you will need to bring me a copy of your documentation or e-mail to me as an attachment. Simply scheduling another appointment during our class time will not constitute an approved documented absence. I will determine whether to accept documented absences on a case-by-case basis, so simply submitting documentation does not automatically mean you will be able to make up an assignment late.

**Please note that instructors are not required to let you to make up assignments or eliminate penalties for not being in class, even with documented absences. Thus, if you have multiple documented absences, I reserve the right to refuse to allow you to keep making up assignments. I will e-mail you to if this is becoming an issue. Regular class attendance is important to your learning process. If you continually miss class even with documented absences or other obligations outside of class, this will adversely affect your learning process and I will recommend that you drop the class since education is very much about learning. If you do not improve attendance or drop the class, I will then request an instructor initiated drop with the university. You may wish to re-enroll in this class another semester if your schedule allows in such cases. Also, missing multiple assignments can make it extremely different to keep up with the pace of the class if you are attempting to make all these up, which could take time and attention away from other assignments.***

Extra Credit:

- **Mingle Bingo**: First week of class (1 point)
- **Food Pantry Donation**: You may bring in a donation for a food pantry when we do the "Hunger Banquet" the last week of class. I will bring a cart to collect the donations in. For clarity purposes, this extra credit opportunity is worth 1 extra credit point total, not 1 point per donation. However, you may bring in as many donations at you are willing and able to.
- **Event Reflection**: You may attend an event related to class concepts and then write a 4-6 paragraph reaction to the event, addressing how it relates to issues covered in this class. I will post events on Blackboard as I learn about them and please inform me if you learn about other relevant events. For this extra credit opportunity, you must submit both the field notes and the essay. Though you may attend as many events as you’re willing and able to, you can only write about one for extra credit. To earn points for this extra credit opportunity, you must submit your essay on Canvas by Dec. 17 at 11:59 p.m. (10 points).

Additional University Resources:

Student Health Services: https://www.emporia.edu/student-wellness/health-services/
Counseling Center: https://www.emporia.edu/student-wellness/counseling-services/
Writing Center: https://www.emporia.edu/writinglab/
Career Services: https://www.emporia.edu/careerservices/
Student Organizations: https://emporia.collegiatelink.net/organizations
Academic Center for Excellence and Successes (ACES): http://www.emporia.edu/aces/
# Tentative Calendar of Topics and Assignments

*In the calendar below, each week starts on a Monday and ends the following Sunday.

*To the extent possible, we will stay on this schedule. However, the schedule may be adjusted if necessary. The instructor will inform you about any adjustments to the schedule. All readings listed are from our class textbook.*

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topics and Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction Week</strong> (08/22/16 - 08/28/16)</td>
<td>Introduction to the course, each other, and the syllabus</td>
<td>Familiarize yourself with the syllabus.</td>
</tr>
</tbody>
</table>
| **Module 1** (08/29/16- 09/4/16) | Module 1- Gender in the Study of Crime  
Read:  
- Chapter 1 “The Emergence of Gender in Criminology” | **Module 1 Quiz Due 9/4**                      |
| **Module 2** (09/5/16 - 09/11/16) | Module 2- Overview of Sociological Theories Relevant to Crime and Justice  
Read:  
- Chapter 2 “A Critique of Mainstream/ ‘Malestream’ Theories” | **Module 2 Quiz Due 9/11**                      |
| **Module 3** (09/12/16 - 9/18/16) | Module 3- Overview of Feminist and Pro-Feminist Theories Relevant to Crime and Justice  
Read:  
- Chapter 3 “Feminist and Pro-Feminist Theories” | **Module 3 Quiz Due 9/18**                      |
| **Module 4** (9/19/16 - 10/2/16) | Module 4- Gender and Offending: Types of Crimes and Crime Processing  
Read:  
- Chapter 4 “A Gendered Account of Women’s and Girls Offending”  
- Chapter 5 “Processing Women and Girls in the Criminal Legal System” | **Exam 1 Due 9/25 (Covers Modules 1-3)**  
**Module 4 Quiz Due 10/2** |
<p>| <strong>Module 5</strong> (10/3/16 - 10/9/16) | Module 5-Gender and Incarceration | <strong>Module 5 Quiz Due 10/9</strong>                      |</p>
<table>
<thead>
<tr>
<th>Module 6 (10/10/16 – 10/16/2016)</th>
<th>Module 6- Gendered Abuse</th>
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</thead>
<tbody>
<tr>
<td>Read:</td>
<td>Chapter 6 “Incarcerated Women and Girls”</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Module 7 (10/17/16 - 10/30/16)</th>
<th>Module 7- Sexual Abuse, Intimate Partner Abuse, and Stalking</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Chapter 7 “Gender-Based Abuse: A Prevalent and Global Phenomenon”</td>
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<tr>
<th>Module 8 (10/31/16 - 11/20/16)</th>
<th>Module 8- Gender and Employment in the Criminal Legal System</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Chapter 8 “Focusing on Sexual Abuse”</td>
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<td></td>
<td>Chapter 9 “Intimate Partner Abuse and Stalking”</td>
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<tr>
<th>Module 9 (11/21/16 – 12/4/16)</th>
<th>Module 9- Striving Toward Change</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Chapter 10 “Women Working in Prisons and Jails”</td>
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<td></td>
<td>Chapter 11 “Women Working in Policing and Law Enforcement”</td>
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<td>Chapter 12 “Women Working in the Courts”</td>
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<table>
<thead>
<tr>
<th>Pre-Exam Week (12/5/16-12/11/16)</th>
<th>Global Gender and Crime Issues</th>
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</thead>
<tbody>
<tr>
<td>Finish reading the article you selected for your journal article assignment.</td>
<td>Research Journal Article Essay Due 12/11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam Week</th>
<th>Final Exam Due 12/16 (Covers Modules 7-9)</th>
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*All assignments you are required to submit online are due through Canvas by 11:59 p.m. on the due date.