

**CCJS 498R
GENDER AND CRIME
Spring 2022**

Instructor:	Cortney Fisher, JD, PhD	Course Time:	Wednesday, 3:30 pm – 5:45 pm
Office:	Lefrak Hall	Course Location:	
Email:	cfisher3@umd.edu	Office hours:	Tuesday/Thursday, 11:00 – 12:30 pm (CP) <i>In office or via Zoom</i> Wednesday, 1:30 – 3:00 pm (SG) https://umd.zoom.us/j/3571635269

Course Objective

This course is designed to provide an advanced analysis of the way that gender interacts with crime and the criminal justice system. The class will explicitly review women as victims of crime, women as perpetrators of crime, and women as professionals in the criminal justice system. Students will be able to identify the risks, experiences, and outcomes for women who have experienced crime as victims. Students will be able to identify the differential experiences and motivations for women as perpetrators of crime. Students will be able to analyze the experiences of women who are professionals within the criminal justice system. A special emphasis of the course will be the ways that race, age, sexual orientation, ethnicity, and socioeconomic status intersect with gender in the criminal justice system.

Learning Outcomes

- (1) Identify the risks, experiences, and outcomes for women who have experienced crime as victims;
- (2) Identify the differential experiences and motivations for women as perpetrators of crime;
- (3) Analyze the experiences of women who are professionals within the criminal justice system; and
- (4) Assess the way in which race, age, sexual orientation, ethnicity, and socioeconomic status intersect with gender in the criminal justice system.

Notice: This course is, by its definition, a course about crime and the people who commit crime. By the nature of this course, we are discussing trauma and traumatic events. It is impossible for me to identify when any particular topic is going to bring up difficult feelings and emotions for any one person in the class. However, I do expect that many people in the class have experienced trauma caused by criminal victimization and I anticipate that some of the material may be difficult.

Always take care of yourself first. If you need to stop reading a book or an article, put it aside until you feel that you are better able to focus on it and talk to me about it. If you need to talk more at length, I am always available during office hours but University policy requires that I report certain information if certain crimes have happened on campus. There are confidential resources for you to access:

**Center for Counseling and Consultation
301.738.6273**

If you feel like you are going to hurt yourself or someone else, or if you feel like you are having a mental health emergency, call 911 or go to the nearest emergency room.

Masking Requirements

President Pines provided clear expectations to the University about the wearing of masks for unvaccinated students and about the wearing of masks while indoors for all students.

There are no exceptions.

Face coverings over the nose and mouth are required at all times while you are in class.

Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. After the first documented warning, students will be referred to the Office of Student Conduct for failure to comply with a directive of a University official.

Required Texts

1. *Women, Gender, and Crime, 3rd Edition*
Stacy L. Mallicoat
ISBN: 9781506366869
2. *Entitled: How Male Privilege Hurts Women*
Kate Manne
ISBN: 9781984826572

Additional materials for the course are uploaded into the ELMS course.

Course Requirements

Students in CCJS 498R will receive 5 grades in this course.

- 20% - Quiz grade
- 30% - Reflection Assignments
- 30% - Final Exam
- 20% - Engagement Grade

This is the formula that you need to use to calculate your grade. Do NOT use ELMS-CANVAS to calculate your grade. Plug your grades into the formula below.

Quizzes

100 points x 2 = 200 points

10 points per quiz x 10 quizzes = 100 points

There will be at least 10 quizzes throughout the semester. Each quiz is worth 10 points. Each quiz will be taken on ELMS Canvas and will be announced on ELMS-Canvas. Students will have until 11:59 pm on the date that the quiz is due to complete the quiz. Quizzes are open note and open book and will be heavily based on the material that we reviewed in class. It is highly recommended that you attend class to do well on the quizzes.

There are no excuses for missed quizzes. Students who miss a quiz can take the quiz for 50% credit for 72 hours after the quiz closes.

Your first quiz is a quiz that tests your knowledge on the contents the syllabus. This syllabus is a contract between each of you and me. Completing the 10 point quiz posted on ELMS certifies to me that you have read and understand the requirements of this course. Please do not take quiz until you are able to certify that this is true. You will be held to the requirements of this course.

The quiz is due to be completed on ELMS on Tuesday, February 8 at 11:59 pm. Students who miss a quiz can take the quiz for 50% credit for 72 hours after the quiz closes.

Reflection Assignments 100 points x 3 = 300 points

25 points per assignment x 4 assignments = 100 points

Students are required to complete four reflection assignments during the course of the semester. Each reflection assignment is worth a total of 25 points. Each reflection assignment will be completed on ELMS and must be typed directly into the assignment tool. Do not upload any document into the assignment tool – it will not be graded.

Each module during the course will have at least one reflection assignment embedded within it. A reflection assignment is a response to a prompt from the Professor. Sometimes the prompt will be a media clip. Sometimes the prompt will be an article from the news, or a required article from your book. I may use Panopto to create a recording outlining the prompt and the question. Regardless of the method by which the assignment is delivered, all materials for the reflection assignment will be located in the module of the course to which the material pertains. **Students are asked to write a 2-3 page essay on their reflection of the prompt by typing their response directly into the Assignment tool on ELMS – Canvas. Students may not upload a .doc or .pdf into the tool so that it circumvents the Turnitin tool.**

Reflections must demonstrate that the student has read the article, is using classroom material, and has considered the prompt in light of the classroom material. What do you, as the student, believe about the prompt given your understanding of the material and your life experiences? While this is your reflection of the prompt, the prompt must be based on facts. It is not your opinion, necessarily, but your reasoned reflection and conclusion based on the facts and material that we learned in class.

The student may choose any four reflections that they want **BUT two assignments must be completed before Spring Break and two assignments need to be completed after Spring Break.**

Assignments for any one module are due before the start of the next module, as written on the Course Schedule. Students who miss a deadline for a Reflection Assignment may complete the assignment for 50% credit up to 24 hours after the Reflection Assignment is due.

Final Exam 100 points x 3 = 300 points

Every student is required to take the final exam. The final exam will be scheduled at the time proscribed by the University. I do not allow any final exam to be rescheduled except for medical necessity (documentation is required), religious observances, university-sanctioned events, or court appearance. **No exams may be rescheduled for any reason unless there is a reason described above.**

Engagement 100 points x 2 = 200 points

Engagement in the course is worth 20% of your grade, and refers to your relationship as a student to the course. An engaged student is one who is fully absorbed by and enthusiastic about the course and so takes positive and consistent action to further the student's understanding of the material.

Engagement may be reflected by consistent (and meaningful) participation in class, completion of optional assignments, ongoing discussion with me as to the content of the course, and consistent, on-time completion of the out-of-class assignments.

The grade given for engagement is at the discretion of the Instructor. Points in this category may be earned or may be lost. You may lose points for engagement if you are actively disengaged during the class period, e.g. texting, chatting online, etc., or if you have a pattern of not attending class.

Engagement Grading Scheme: Each student begins the class with between a 70-75 in the Engagement Grade. Whether the grade is a 70, 72, or 75 depends on the overall participation of the class at large. If the class (as a whole) is very participatory, the class, as a whole, will receive a 75 as a baseline for Engagement. If the class (as a whole) is not very participatory or engaged, the class as a whole will receive a 70 as a baseline for Engagement.

From that number, you can increase your Engagement grade by answering questions in class, asking questions in class, participating in the class poll and surveys, reading and taking note of victim-related issues in the news and bringing them to me (or the class), or being present in class on a consistent and regular basis. This is not an exclusive list, but it is a list that can guide you in increasing your Engagement grade.

From the baseline Engagement grade, you can decrease your Engagement grade by routinely not attending class, being disrespectful to the class (and me) when in class, texting, snapchatting, looking at your phone or computer for reasons not associated with class, or being offensive in your comments. This is also not an exclusive list, but it is a list that can warn you about what behavior is not acceptable in my class.

NOTE: Attendance in this class is not mandatory. I do not need to see an excuse when you're absent, nor do you need to tell me if you're not going to be in class. However, at random times throughout the semester, I will take attendance. This attendance does not "give you" points, nor does the attendance "take points away." Attendance is meant as an objective gauge of who is attending (and therefore more engaged in) the class. If you miss a day of class when attendance is taken, you do not need to show me an excuse; **it will not change your status as absent**. Simply be mindful to attend class on a more regular basis. If you actively participate in class, I likely won't even look at your attendance when determining the Engagement grade.

50-55: Your experience with this course was very poor. Your classroom behavior was rude and disruptive, OR you never (or very rarely) attended class, and you never attended any optional events.

60-65: You did something to indicate to me that you were not engaged in the course. Your classroom behavior may have been poor or disruptive, your attendance may be poor, you may have missed a lot of quizzes, and/or you made no effort to make up work through extra credit.

70-75: This is the baseline grade at which each student begins the course. If you do nothing more and nothing less, this will be your grade at the end of the course.

80-85: You distinguished yourself somehow. I received some Engagement from you. Your attendance was acceptable when taken in class.

90-95: Your Engagement was good. You made sure that I knew that you were engaged with the material, either through spoken, in-class engagement, email engagement, or after-class/before-class conversations.

100: Your Engagement was exceptional.

Total points 1000 points

Extra Credit Points to be added to the END of your point total, as calculated above

At times during the course of the semester, extra credit opportunities will be offered to students. These will depend on events that are occurring on or near campus. Students are able to earn up to fifty (50) points in extra

credit during the course of the semester. Extra credit can be ad hoc events, as offered during the semester, or reflection papers, as described below.

Total points	1000 points			
A+ = 975-1000	B+ = 865-894	C+ = 765-794	D+ = 665-694	F = below 595
A = 935-974	B = 825-864	C = 725- 764	D = 625-664	
A- = 895-934	B- = 795-824	C- = 695-724	D- = 595-624	

University Policies

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Classroom Behavior

Class discussion, questions, expression of viewpoints, concerns, and opinions are encouraged. This classroom and my style are very informal. However, I require that all students speak in a non-offensive manner to other students, to the TA (if there is one), and to me. Using language that is offensive, being disruptive or disrespectful, or failing to treat other students and me with respect will result in a reduction of the Engagement grade.

When you are in class, the expectation is that you are present in the class and not on your phone or having a side conversation with another student. Class runs from 3:30 pm to 5:45 pm and you are required to be present for the entirety of the class. If you arrive late, are disruptive, are disrespectful, or leave early, you may lose any attendance for that day. If the behavior is chronic, it will impact your Engagement grade. You should not be talking to or engaging with anyone else except me and the other students in class about the material that we are discussing during the entirety of the class. You should raise your hand if you wish to participate. Failure to acknowledge these parameters will result in a reduction of your Engagement grade and may result in a referral to the Office of Student Conduct.

Diversity, Equity, Inclusion, and Belonging. This course is designed to explicitly address the issue of identity and how different identities interact with the criminal justice system. We will discuss internal and external biases, hate speech and behavior, and bias-motivated incidents. It is the philosophy of the University of Maryland, the Department of Criminology and Criminal Justice, and me that all students at the University feel that their identity as a person is included in our conversation and that they feel a sense of belonging in this classroom. Disrespectful comments and conversation will not be tolerated. Expressing viewpoints as fact that are cultivated from disreputable news sources will not be tolerated. Students who wish to participate in class may do so only if they are willing to engage in a respectful and open discussion of ideas that are based on facts, evidence, and science.

- We **will** acknowledge that we all hold implicit biases that are shaped by our families, cultures, and communities.
- We **will** acknowledge that our implicit biases have an impact on how we interact with people and how we will do our jobs as criminal justice professionals.
- We **will** acknowledge that racism, ethno-centrism, xenophobia, homophobia, transphobia, and sexism exist in our culture and influence the ways in which the criminal justice system is structured and operates.
- We **will** acknowledge that the biases and structural “isms” of our society impact our classmates and colleagues in a very real way on a daily basis.
- We **will** try, during this class, to identify when these “isms” influence our opinions and critically analyze our thoughts and behaviors.
- We **will** speak and act with respect, kindness, openness, and compassion at all times during this semester.

Special Guest Speakers. At various times during the semester, there will be special guest speakers who are relevant to the subject that we are discussing. Behavior and attendance during a special guest speaker is extremely important. I will not tolerate inappropriate behavior during a special guest speaker, and I will remove up to 25 points from your Engagement grade for inappropriate behavior. Inappropriate behavior includes texting from your cell phone, chatting or using Facebook on your laptop, or talking to other students while the guest speaker is speaking. Further, attendance at special guest speaker appointments is mandatory. The information provided by the guest speakers will be quizzed and tested heavily.

Use of Personal Technology

The use of personal technology, e.g. personal laptop computers, tablets, SmartPhones, is required for this class to facilitate lectures, assignments, interaction with the professor and TA, quizzes, readings for the course, exams, and efficient notetaking. Course notes and outlines will often be made available to students prior to each class period. Students are encouraged to download those materials and to use them during class time. If students are found to be using personal technology devices in any way that is not specifically related to the day's class discussion, then I may deduct up to 10 points from the student's engagement grade for the first offense. On the second and subsequent offenses, students will be referred to the Departmental Director of Undergraduate Programs and/or the Office of Student Conduct for violating course policy on the use of technology during the course.

Office Hours

Sometimes the material is understood better by talking it through. Because this is a large class, I may not have the instant feedback that I would get in a smaller classroom as to whether a student understands the material or is confused. Students who wish to discuss the material can attend my office hours to ask questions and talk through the material. Coming to my office hours are first-come, first-served. I will speak to each student individually and privately as they enter my physical office in College Park, my physical office in Shady Grove, or my Zoom meeting room.

Medically Necessitated Absences from Class

The University shall excuse class absences that result from a student's illness, provided the student complies with the procedures below. Procedures vary depending on the length and frequency of the absence and whether the absence occurs during a Major Scheduled Grading Event.

Major Scheduled Grading Events and Prolonged Absences. All Major Scheduled Grading Events are indicated on the attached schedule. Students who miss a Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

Excused Absences from Class. Except during a Major Scheduled Grading Event, students may be excused from a single lecture, recitation or laboratory session one time per course per semester for a medically necessitated reason. The student should make a reasonable attempt to inform the instructor of his/her illness prior to the class, and present his or her instructor with a self-signed note attesting to the date of his or her illness. This note must include an acknowledgement: (a) that the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct.

For this course, all quizzes *are not* considered to be Major Scheduled Grading Events. When the student does not meet the quiz time limits or misses a quiz, the student will forfeit the opportunity to take the quiz and will receive a zero.

Because attendance is not recorded for lectures, there is no need for a student to provide a self-signed note or advanced notification for missing a lecture.

Students with Disabilities

I will make every effort to accommodate students who are registered with the ADS and who provide me with a University of Maryland ADS Accommodation form. I am not able to accommodate students who are not registered with ADS or who do not provide me with documentation that has not been reviewed by ADS.

Disability accommodations are the student's responsibility. **If the student has a disability or an accommodation that the student wants me to acknowledge, the student is required to have at least one 1:1 meeting with me in which the student discusses the accommodation and makes a plan for the accommodation. I cannot accommodate an issue that I don't know exists or that is unclear. If a student has a request for an accommodation that requires an extension of deadlines, students are required to notify me of the request for an extension at least 48 hours in advance of the deadline.**

Lecture Material

The lecture I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to insure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e., Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9 (k).

Academic Integrity

Don't cheat. All cases of suspected cheating will be submitted to the Student Honor Council and the Office of Judicial Programs.

CCJS 230: Criminal Law, Spring 2022		
Class Date	Topic	Assignment Due
Wednesday, January 26	Course Introduction	Syllabus and Course Schedule
Wednesday, February 2	Introduction and Theory	<i>Women, Gender, and Crime</i> : Sec. I & II; <i>Mapping the Margins: Interesectionality, Identity Politics, and Violence Against Women of Color</i> (Kimberle Crenshaw); <i>Entitled: How Male Privilege Hurts Women</i> : Ch. 1 - 2
Wednesday, February 9	Rape and Sexual Assault	<i>Women, Gender, and Crime</i> : Sec. III; <i>Entitled: How Male Privilege Hurts Women</i> : Ch. 3 - 4
Wednesday, February 16	Intimate Partner Violence and Stalking	<i>Women, Gender, and Crime</i> : Sec. IV; <i>Entitled: How Male Privilege Hurts Women</i> : Ch. 5 - 6
Wednesday, February 23	Women, Gender, and Offending	<i>Women, Gender, and Crime</i> : VI; <i>The Monster in All of Us: When Victims Become Perpetrators</i> (Abbe Smith); <i>Entitled: How Male Privilege Hurts Women</i> : Ch. 7 - 8
Wednesday, March 2	Girls, Gender, and Juvenile Delinquency	<i>Women, Gender, and Crime</i> : Sec. VII
Wednesday, March 9	Female Offenders and Their Crimes	<i>Women, Gender, and Crime</i> : Sec. VIII
Wednesday, March 16	Open class - overflow from other classes	No assignment due
Wednesday, March 23	SPRING BREAK	
Wednesday, March 30	Processing and Sentencing of Female Offenders	<i>Women, Gender, and Crime</i> : Sec. IX
Wednesday, April 6	Supervision of Women	<i>Women, Gender, and Crime</i> : Sec. X
Wednesday, April 13	Women, Gender, and Incarceration	<i>Women, Gender, and Crime</i> : Sec. XI
Wednesday, April 20	Guest Lecture	
Wednesday, April 27	Women Professionals: Police, Corrections, & Offender Services	<i>Women, Gender, and Crime</i> : Sec. XII
Wednesday, May 4	Women Professionals: Courts & Victim Services	<i>Women, Gender, and Crime</i> : Sec. XIII
FINAL EXAM: TBA		