



**School of Arts & Science
CRIMINAL JUSTICE DEPARTMENT**

**CRIM 286-Sec 01
Women and Criminal Justice
Winter 2007**

COURSE OUTLINE

Course Description:

This course provides an overview of women's victimization experiences, involvement in crime, explanations of female criminality, and the criminal justice system's response to female offenders. Particular attention will be given to feminist theoretical explanations and analysis of the defining and processing of women as offenders. Women's increasing role as criminal justice professionals will also be examined.

1. Instructor Information

- (a) Instructor- Karin Kaercher
- (b) Office hours – Tues/Thurs – 10:30-11:30; Tues. 1:30 -2:30; Wed/Fri – 10:30-11:30
- (c) Location - Young 210A
- (d) Phone - 370-3333
- (e) E-mail Kaercher@camosun.bc.ca
- (f) Website <http://www.camosun.bc.ca/schools/artsci/crim/faculty.php>

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Communicate understanding of the extent and nature of women's criminal involvement in Canada, women's victimization experiences, and their participation in criminal justice professions.
2. Describe, analyze and evaluate historical and contemporary explanations of women's criminal behaviour.
3. Describe, and critically analyze the manner in which women have traditionally been processed and managed within the justice system.

3. Required Materials

- (a) Texts

Comack, Elizabeth (1996) ***Women in trouble***. Halifax: Fernwood Publishing

Crim 286 **Readings on women and criminal justice** (required reading material available in the Camosun College Bookstore)

(b) Other - Recommended:

Writing reference manual for the Criminal Justice program

4. Course Content and Schedule

Course Format:

Course content is conveyed through one hour and twenty minute lectures/seminars twice weekly and assigned readings. Course delivery methods include lectures, guest speakers, audio-visual presentations, and individual and group exercises and presentations as assigned by the instructor in class.

Class Schedule

| | |
|--------------------|--|
| Jan. 9 | Introduction of course content, format, evaluation |
| Jan. 11 | Social Identity/Standpoint exercise; class norms |
| Jan 16 | Why should we study women and their various experiences in the criminal justice system? Reading#1 The emergence of gender in criminology |
| Jan. 18 | Violence Against women; forms and measurement Explanations: Individual vs. Societal/feminist |
| Jan 23 | Violence in the context of intimate relationships: a survivor's story |
| Jan 25 - Jan 30 | Violence in the context of intimate relationships: forms of violence, theories of explanation (video: You can't beat a woman) Reading #2 Understanding family violence Reading #3 Violence against women in intimate relationships |
| Feb. 1 | CJS response to intimate partner violence |
| Feb. 6 | Spousal killings and the defense of battered women's syndrome: (video When women kill) Reading #4 Creating a precedent: Battered women's syndrome |
| Feb. 15 | Dating Violence (video: dating violence) |
| Feb. 20 | Sexual Assault: definition, legal issues, and the challenges of prosecution Reading #5 Charges and sentencing in sexual assault cases |
| Feb. 22 | Support services to victims of sexual assault |
| Feb. 27 | Women in trouble |

Reading – Comack Ch 1,2,3,4,5

- Mar 6 Female Offenders: who are they and what have they done?
- Mar 8/13 Theoretical explanations of female criminality
Reading #6 The criminology of women, feminist criminology and the new female criminal
- Mar 15/20/22 The criminal justice system response to female criminality
Reading #7 Women in the criminal justice system
Reading #8 Justice for Canadian girls: a 1990's update
- Mar 27/29 Women in prison (video: Twice Condemned; Prison Babies)
Reading #9 Women in prison
Comack: Ch 4/5
- Apr. 3/5/10 Women as CJ professionals: lawyers and correctional workers and police
Breaking barriers???
Reading #10 It was like "wow": the experience of women lawyers in a profession marked by linear careers
Reading #11 Gender differences in occupational characteristics of Canadian correctional officers
Reading #12 Women in policing
- Apr.12 Looking ahead: gender and justice – Wrap up

5. Basis of Student Assessment (Weighting)

The total marks in this course are distributed as follows:

- 1. Written Assignment -20%
- 2. Women in trouble assignment -30%
- 3. Participation -10%
- 4. Final Exam -40%

Description of Course Assignments and Evaluation

1. Written Assignment – Human trafficking

Students will be required to complete a 4-6 page paper analyzing the issue of human trafficking based on gender, age, race and class. A guideline for this assignment will be distributed separately in class.

Value: **20%**
Due date: Feb 15, 2007

2. Women in trouble assignment

In this assignment, students will be provided with a set of questions related directly to the content of the text **women in trouble**. The questions will be distributed during the second week of class.

Value:
Due date: February 27, 2007

30%

5. Participation

10%

The success in this course is dependent on each student actively participating in both open discussions and group-based activities during class time. In order to fully contribute to these discussions it is imperative that students come prepared to contribute their understanding, opinions, and analysis of the subject materials. Participation marks will be awarded by a combination of self and instructor assessment.

6. Exam

40%

There is a final exam only and this will be scheduled during the final exam week. The exam will be comprised of a number of short essay, short answer, and true/false questions.

The exam must be written on the date it is assigned. No provision will be made to write an exam earlier and a student will only be allowed to write a missed exam on provision of a valid medical certificate attesting to the fact that he/she was ill on the date of the original test. In addition, the student who misses an exam due to illness must inform the instructor on the date of the exam of the reason of his/her absence.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 95-100 | A+ | | 9 |
| 90-94 | A | | 8 |
| 85-89 | A- | | 7 |
| 80-84 | B+ | | 6 |
| 75-79 | B | | 5 |
| 70-74 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|---|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |
| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Instructional Policies

1. Late Penalty

All assignments must be completed and submitted on the date assigned. All late written work will be penalized by 20% per day unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Written Assignment Requirements

All assignments must be handed to the instructor at the beginning of class. Assignments should be turned in to the instructor personally; assignments put under the door or in the mail, or otherwise submitted will not be accepted. If the submission of an assignment is problematic, come see me well in advance of the submission date.

Written assignments for this course must be typewritten, double-spaced and meet the basic requirements set out in the Criminal Justice Writing Reference Manual. Papers must be properly referenced using the APA referencing format. An undocumented paper will not be accepted.

3. Plagiarism, Cheating and Academic Dishonesty

Plagiarism is the appropriation of ideas or passages from an author's work that is used without giving them credit. A generally accepted rule with regards to the use of an authors' words is that 5 or more consecutive words must be placed in quotations and cited. Any ideas used must be credited using a parenthetical citation.

If plagiarism, cheating or academic dishonesty can be documented, the penalty will be an automatic "zero" on the assignment in question.

4. Course Withdrawal

The last day to withdraw from this course without receiving a failing grade or academic penalty is March 12, 2007.

5. Course Completion Requirements

Students must complete all evaluative requirements (human trafficking assignment, women in trouble assignment, exam) to receive a passing grade for this course. Unless granted prior instructor approval, a student who fails to complete any one of the evaluative requirements will automatically receive an "F" grade.

6. Mark/Grade Challenges and Appeals

A student seeking to question a mark assigned by the instructor on any course evaluation component, must clearly articulate in writing the specific element of the assignment being questioned and provide written reasons or arguments supporting a change in the mark. The Student Appeals Procedure is found on page 34 of the 2006/2007 college calendar.

7. Student Responsibility

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.

8. Class Discussion Rules

The first and most fundamental principle for participation in this class is that of respect. This will be expected of all persons present both in and out of class while engaged in the discussion of class material.

Please remember these guidelines during class discussions:

- participation in discussion is encouraged; remember not to take more than your fair share of class time to present your perspective or point of view.

- your contributions should be couched in respectful language, free of intense emotions, and should not be critical of the presenter, or otherwise personalized. Identify and criticize a statement point of view, opinion or belief; identify why you disagree with the statement not the messenger.

- speak respectfully to and about groups whether or not they are represented in class. Remarks that stereotype a group or are sexist, homophobic, racist etc. damage the class atmosphere and will be respectfully challenged.

- everyone has the right to make mistakes, even the instructor; this is how learning occurs and it contributes to intellectual growth. Let's be patient and respectful of one another's intellectual and personal growth.

- If speaking in class is really difficult for you, please come see me to discuss other ways of contributing as soon as possible.