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CLO 4. Apply criminological theories to women as victims and as offenders

Required Texts/Readings

Textbook

Mallicoat, S.L. (2019) Women, gender and crime: Core Concepts (1st edition). Thousand Oaks, CA: Sage Publications.



ISBN-13: 978-1506399270

ISBN-10: 1506399274

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

Recommended Texts

American Psychological Association. (2010). Publication manual of the American Psychological Association 7th edition. Washington, DC: American Psychological Association.

Required Readings Posted to Canvas

Brown, C., Trangsud + % D Q G / L Q Q H P H \ H U 5 0 % D W W d d d H O Z R P H
Career Assessment, (17), 439456.

BurgessProctor, A. (2006). Intersections of race, class, gender, and crime: Future Directions for Feminist Criminology, (1), 27-47.

Franklin, C.A., Franklin, T.W., Nobles, M.R. and Kercher, G.A. (2012). Assess0 Ts 10(.A)-6 (. (2012). A)-7 9.7

substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, and other course-related experiences.

Students are required to first read all assigned readings and then post the module discussion board topic by Wednesday at 11:59pm. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond by Sunday at 11:59pm, when the weekly topic will close. These posts should be approximately 1/2 page each reply. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by your peer. Responses consisting of

If I pose a question to your post, it will be by Saturday, so be sure to check if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as class follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who commented on their original posts and checks other conversations in the discussion board thread). Please keep on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.

Students are required to use grammar and sentence structure that is consistent with college-level as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

organizations that obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to the next organization, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. Figure 1.1, shows the different ways that criminals are filtered out of the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals can be filtered from the criminal justice process by what Laun (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights. If they have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media/averagecrime-and-criminaljustice/criminaljusticeprocess>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies (p. 37).

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

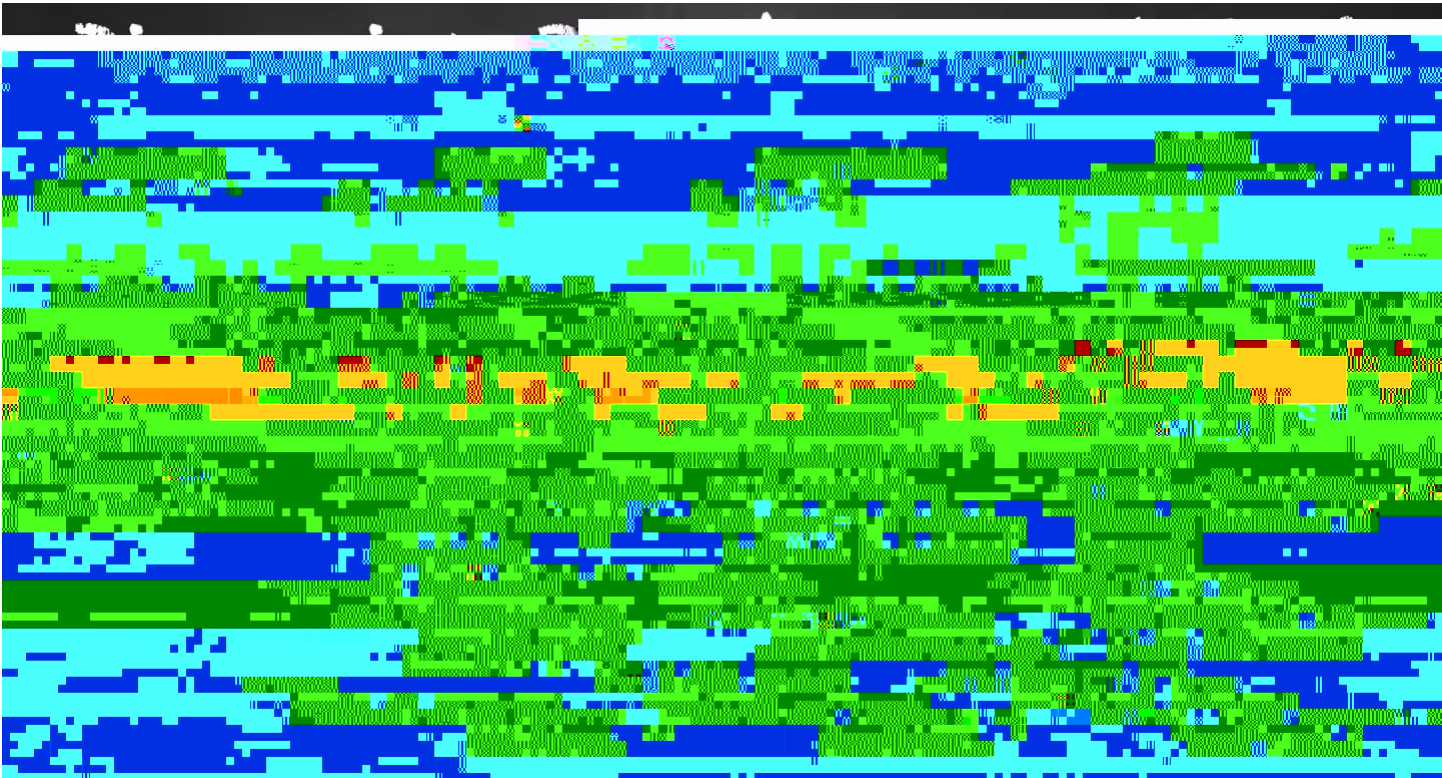
5 H V S R Q V H W R D Q R W K H U V W X G H Q W V S R V W

I too thought that the criminal justice system acts like a process. I think how you framed the criminal justice system as a "process within a system." This system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentence, and correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have to had experience with law enforcement recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Please see the rubric below for discussion board grading:



A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively and efficiently identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

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*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are aware of any changes that are made.

Course Schedule

Week	Topic	Course Assignments and Due Dates
Week 1: 8/19 ±8/21	Module 1: Welcome to the Course!	<ul style="list-style-type: none"> xRead and view the Syllabus xCarefully read discussion board requirements xTedTalk: Why gender equality is good for everyone xIntroduction through Google Slides
Week 2: 8/22 ±8/28	Module 2: Introduction	<ul style="list-style-type: none"> xRead textbook: Mallicoat Chapter 1 xRead article posted to Canvas: Burgess (2006) xDiscussion Board #1
Week 3: 8/29 ±9/4	Module 3: Theories of Victimization	<ul style="list-style-type: none"> xMallicoat Chapter 2 xA 0 0 12 84.13 T025 rn 1 Tf 0 12 2Q q 27b Ve25 re

