



Department of Sociology/Gender and Women's Studies and Department of Legal Studies 425

3 Credit Hour Online Course

<https://canvas.wisc.edu/courses/121238>

Course Description

Focuses on the intersection between gender, crime and justice from a cross-cultural perspective. The gendered nature of the criminal justice system, female experiences of crime, prosecution and incarceration as well as the extent to which women are victims, offenders, and participants in the criminal justice system will be explored. Special emphasis will be placed on the theoretical implications of offending behavior and the intersection of gender with sexuality, race, ethnicity and class. The goal of this course is to provide a foundation for critically assessing the often controversial issues surrounding race, gender, crime, and criminal justice in society.

Requisites: [SOC/LEGAL ST 131](#)

How the Credit Hours Are Met

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit), which include all of your required readings, discussion posts and responses, quizzes, papers, and any other work as described in the syllabus.

Instructor

Melanie Janelle Murchison Ph.D, MA, BA (Hons) - mmurchison@wisc.edu

Office Hours By Appointment

Your instructor is happy to hear from you via email or phone, and can schedule video conference chats or meet for office hours.

Course-level learning outcomes include:

1. Introduce students to the social, political, economic, and cultural determinants of law.
2. Introduce students to the social, political, and economic impacts of law at the macro level.
3. Introduce students to the impact of law and other rules on individual level decision-making at the micro level.
4. Introduce students to the dynamics of legal ideas and ideologies.
5. Introduce students to the functioning of legal institutions, and how those institutions differ from other societal institutions.
6. Introduce students to the place and relevance of law within the humanities and social sciences.

7. Introduce students to the cross-cultural and international valences of law in distinctive social orders.

This course designed to expose you to different types of crimes, the subsets of the criminal legal system including arrests, trials, sentencing, and corrections as well as teach you some basic criminological theory. This course will focus on the intersection between gender, crime and justice from a cross-cultural perspective. The gendered nature of the criminal justice system, female experiences of crime, prosecution and incarceration as well as the extent to which women are victims, offenders, and participants in the criminal justice system will be explored. Special emphasis will be placed on the theoretical implications of offending behavior and the intersection of gender with sexuality, race, ethnicity and class. The goal of this course is to provide a foundation for critically assessing the often controversial issues surrounding race, gender, crime, and criminal justice in society. The focus of this course is to broaden your understanding of the criminal legal system, improve your academic writing skills, improve your collaboration skills and achieve heightened awareness of the role sex, gender and sexuality play in the criminal legal system.

You will also have the opportunity to [introduce yourself](#), and articulate any additional or different goals you have for this course.

Offensive Material

This course covers a large range of criminal activity and behaviors ranging from minor deviance to severe crime. In learning about these issues, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. Both Frankie and I will be available to discuss any concerns you have with course materials. If there are material(s) you know in advance you are particularly sensitive to please let either of us know.

Required Textbooks and Readings

In order to complete this course you will need to have access to:

- 1) [Mallicoat](#) , Stacy (2018) **Women, Gender and Crime: Core Concepts**, *Sage Publication* (I have already complained about the title, nothing I can do there!)
- 2) Kerman, Piper (2011) **Orange is the New Black: My Year in a Women's Prison** *Spiegel and Grau*
- 3) Other readings as assigned.

N.B. You are responsible for reading Orange is the New Black at your own pace. Watching the Netflix series (while entertaining) is NOT an acceptable substitute!

We will read one to two chapters per week, depending on the week and the length of the chapter, and will have a few supplementary resources as well. You can find links to these resources, as well as weekly assignments, from the [Course Homepage](#)

Grading System

Letter Grades will be assigned as follows:

A - 92% or better

AB 88% - 91.99%

B 87.99% - 83%

BC 82.99% - 78%

C 77.99% - 70%

D 69.99% - 60%

F - 59.99% or below.

Grades are not rounded. Please take this into account when assessing your own performance.

Course Rhythm

Our course consists of a few main activities. Because this course is online I highly recommend **scheduling time** to complete all required course activities. Please do this in whatever way works for you. This will help you establish a "rhythm" for the course, and keep you on track.

Readings: These are required unless otherwise indicated.

Lecture/Concept videos: Each week there will be short lectures as well as supplementary materials. These will help illustrate concepts.

Discussions in response to readings and lecture: These are worth 20% of your grade, and are designed to help you thoughtfully engage with the reading and with your classmates. Initial discussion posts are due Wednesdays (before midnight), and substantive replies to classmates are due Sunday (before midnight).

Quizzes and Assignments: Quizzes and assignments are worth 30% of your grade, and are designed to help you apply the information you have read that week. They will be comprised of multiple choice, fill in the blank, short answer and essay style questions. The material for the quizzes and assignments will include all required readings, lecture materials and discussion material. All quizzes and assignments will need to be submitted by 11:59pm on the Friday of their assigned week.

Paper: The paper is due on by midnight and is on the book "Orange is the New Black". It is worth 25% of your grade and is a persuasive research paper written in the third person and is designed to test your ability to track down specific sources of information. It is due **November 5, 2018 at 11:59pm**. More information about the paper can be found **Here**

Symposium Project: This is a group project and is worth 25% of your grade. You will be with same group members for your symposium as you are for your weekly discussions. You will need to start working on your symposium the very first week of class, as you will choose your own

topic and conduct your own research. The symposium is **REQUIRED**. You cannot pass this course without completing the symposium.

Online Discussions

When communicating with or about your classmates and your instructor(s), treat others the way you want to be treated. We value our diverse community, and take the perspectives and dignity of others seriously. Though we are in an online environment where we may not hear each others' voices or see each others' faces, we are all humans with valid and valued experiences. As such, for participating in this course, we have a **Positive Posting Policy**:

1. Challenge ideas instead of your classmates. Disagreeing does not necessarily mean disliking, and creates more fruitful conversation.
2. Be forgiving of others' mistakes - up to a point. If you feel uncomfortable or violated, contact your instructors immediately.
3. Express your ideas clearly, concisely, and with respect toward others. This means you acknowledge that disagreement is possible, and even valuable, in conversation.
4. Remember that what you post online is not private. You are participating in scholarly discourse, and your post will likely be seen by many people.

Twitter

Twitter is a great medium for information, interacting and receiving news. Our class will have a unique hashtag (#UWCGJ) that we will use throughout the course to share information. Please create a twitter account at the beginning of the semester and use it regularly.

Dr. Murchison's Twitter: <https://twitter.com/DrMMurchison>

Transparency

A significant part of your grade in this course is composed of discussion participation. Through the online course, instructors have the ability to view your activity - what you look at, and for how long - in addition to your submitted discussion posts and assignments. If needed, we will use this to verify your participation. But ideally, you'll post high-quality discussions and provide respectful feedback to your peers, which will make your participation obviously outstanding.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <http://studentconduct.wiscweb.wisc.edu/academic-integrity/>

Accommodations for Students with Disabilities

“The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and Inclusion

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Student Rights and Responsibilities

See the Guide's [Rules, Rights and Responsibilities](#)