

**Coker University**

**Syllabus**

**Intergroup Relations --- Soc-357--- Crim 357--- Online ---**

**Instructor: Dr. Candice Idlebird**

**E-mail:** cidlebird@coker.edu

**Office Hrs:** By appointment only. I will be checking e-mails periodically. Please feel free to e-mail me for a quick response. Please add to the subject "ASAP"

**Credits:** 3

**Course Description and Objectives**

*SOC 357 Women, Crime and Criminal Justice (3SH)*

(Cross Reference: CRIM 357) An exploration of three aspects of women and crime: women as offenders, victims, and control agents and their treatment and experience in the criminal justice system as perpetrators, victims and participants. Prerequisite: CRIM 200 or SOC 101.

**Required Textbooks and Materials**

Mallicoat, S. L. (2019). *Women, gender, and crime: Core concepts*.

6<sup>th</sup> edition

ISBN13: 9781506399270

*For this course, we will be using:*

- the above book as an e-book via RedShelf
- OR
- the above courseware via RedShelf

You do have the ability to opt out once you click on the class material link and choose that you wish to purchase the book and course materials on their own. You can opt out and back in as

many times as you wish. The deadline to opt out is \_March 22<sup>nd</sup>\_. When you opt out, the \$ 33.00\_\_ class fee is removed from your student account. If you opt back in, it is added back to your account

o Tutorial Videos for Access Coded Materials, e-Books, and How to Op Out  
<https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->

*this is the only book required for this course; you will need to purchase this book preferably at the Coker bookstore. There will be other required readings available such as book chapters/articles posted on blackboard. Students will be notified of specific readings in advance by the instructor.*

*Check blackboard regularly for possible changes to the course as well as announcements.*

### **General Education Pillars**

- This course is part of the **Integrated Knowledge Pillar** group, which with other courses in this group work toward assisting students to connect examples, facts, or theories from more than one content area. Students should save material from this course because it will be necessary in their Capital course.
- Courses in the **Integrity Pillar** explore the diversity of personal and professional codes of conduct by encouraging students to investigate complex concepts such as authenticity, responsibility, and wellbeing. This course intends to help students articulate their personal values and beliefs orally, in writing, or in other creative mediums and demonstrate congruence between their stated values and their behaviors. This course will also define what it means to practice justice, truthfulness, reliability, and/or resilience from a variety of perspectives

**Please save the material from this course!!**

### **Course Goals/Learning Outcomes:**

This course is important because it will allow you the opportunity to view this course in the world through a sociological lens. This view will broaden your horizons and allow you to view human interactions in a different light. This class will provide a better understanding of societal issues/phenomena from a sociological studies perspective. If you have never taken a sociology

course, this class will answer many questions about society as you (think) you know it. The goals of this course will be accomplished by providing an in-depth view. This course will make you more aware of the impact and powers societal relations have on your own behavior and life circumstances, and those of other

## Course Structure

This course is completely online. **You will find all notes, PowerPoint, assignments and additional readings will be available through Blackboard, under the content tab.** You will need to know your Coker login information to access the class. It is critical to check Blackboard for updates on the class as the course syllabus will be tentative.

## Discussions:

Discussions will involve students contributing in an online discussion panel, **including an initial post by Thursday of the assigned week, and response to a fellow student post by Sunday.** Grades for this portion of the course will primarily reflect knowledge of the assigned readings. **Your initial posts must cite two or more references** (using any reference style, ex. apa style or mla style etc.) from the readings (text, article, lecture notes, and power points) for the course. (\*\* see class schedule below \*\*)

## Scheduled Exams:

There will be a total of two scheduled exams. One exam (worth 120 points) will be regular unit exam. The content of the exam will include the scheduled readings (articles), class lecture notes, assigned power points. Exam questions will be multiple choice, matching, and short answer. There will be a final exam worth 150 points. This exam will include multiple choice, short answer, matching, and essay questions. **None of the exams will be comprehensive** and will only cover material covered prior to exams. **Extra credit opportunities are not provided on make-up exams \*(see policy).**

You are responsible for taking **2 unit exams** in this course. **Exams will be located under the “Content” label in Blackboard.** Each exam will test you on the material covered directly prior to the exam. These will not be cumulative exams. Unit exams will consist of multiple choices and/or short answer questions covering the assigned readings and PowerPoint. **You will have 90 for exam one and 120 minutes to complete the exam.** There will be no make-up exams except in the case of documented, excused absences. In non-emergency cases, you will need to contact me no later than one week prior to the expected absence to make alternative arrangements.

### **Quiz:**

There will be five **quizzes** given, each worth 30 points. The content will consist of scheduled readings (articles), class lectures, and assigned power points. You must logon to the quiz on the day the quiz is given in order to receive credit. Not taking the quiz on the day of the quiz will result in a zero. In the case of an emergency you must notify me of the absence prior to the scheduled class. Make-up quizzes will **only** be allowed under these circumstances.

**Calculation of Course Grades** (See course calendar for dates.)

**Points**

<b>Tests</b>	Test 1	120
	Final	150
<b>Quiz</b>	Quiz 1	30
	Quiz 2	30
	Quiz 3	30
	Quiz 4	30
	Quiz 5	30
<b>Discussions</b>	Disc. 1	40
	Disc. 2	40
	Disc. 3	40

**TOTAL                      540**

<b>Number of Points Earned</b>	<b>Course Grade</b>
540 to 486	A
485 to 432	B
431 to 378	C
376 to 324	D
323 or Less	F

#### **Access to Grades:**

Grades will be available through blackboard. It is a violation of the *Family Educational Rights and Privacy Act of 1974 (FERPA)* to reveal any information about grades in email, even with student permission or at student request.

**Borderline Grades: I will not award unearned points for borderline grades. In order to maintain a fair and equal grading procedure the only points awarded will be points earned.**

# Tentative Course Schedule

<b>Week</b>	<b>Session / Dates (Tue-Mon)</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities/ Assignments</b>	
Week 1 *	Session 1		Review materials	<ul style="list-style-type: none"> <li>• Read chap 1 &amp; 2</li> </ul> <p><b>Quiz 1</b> (ch 1 and 2)</p>	
Week 2	Session 2		Review materials	<ul style="list-style-type: none"> <li>• Read chap. 3 &amp; 4</li> <li>• Discussion (1)</li> </ul> <p><b>Quiz 2</b> (ch. 3 &amp; 4)</p>	
Week 3			Review materials	<ul style="list-style-type: none"> <li>• Read ch. 5 &amp; 6</li> <li>• Quiz 3 (ch. 5 &amp; 6)</li> </ul>	
Week 4	Session 3	<b>Exam 1</b>	<b>Ch 3,4,5,6</b>		
Week 5			Review materials	<ul style="list-style-type: none"> <li>• Read chap. 7 &amp; 8</li> <li>• Discussion (2)</li> </ul> <p><b>Quiz 4</b> (ch.7 &amp; 8)</p>	

Week 6	Session 4		Review materials	Read ch 9 & 10  <b>Quiz 5</b> (ch. 9 & 10)	
Week 7			Review materials Prepare for final exam	<b>Read ch 11 &amp; 12</b>  • <b>Discussion 3</b>	
Week 8	Session 5		Final exam Ch. 9,10, 11,12	• <b>Exam 2</b>	

**Readings:**

Any reading assignments given that are not included in the required textbook, such as book chapters/articles, etc. will be posted on blackboard. Students will be notified of specific readings in advance by the instructor.

**Academic Integrity Statement and Policy**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both

in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Also, unless specifically stated otherwise, all graded work for this class should be done without student collaboration.

### **Disability Statement**

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a documented disability that will need some accommodation by the professor, the student should contact Robin Richardson in the Learning Support Services Office (LSSO) to provide the necessary documentation to that office. Ms. Richardson may be contacted at 843-383-8021 or rrichardson@coker.edu . No accommodations can be made without documentation from LSSO. The student is solely responsible for contacting Robin Richardson.

### **Title IX and Reporting of Discrimination and Sexual Harassment**

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.