# Gender and Crime CJUS 4280.001

## Instructor Information

Name: Jessica Roberts

Pronouns: She/her/hers

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## Course Description

This course examines theoretical explanations of female offending and the experiences of women in the criminal justice system.

### Course Objectives

Students who successfully complete this course will be able to:

1. Apply criminological theories to women in the criminal justice system.
2. Discuss issues related to trauma, female victimization, and offending.
3. Identify and understand the intersection of gender, race, social class, sexuality in female offending.
4. Examine the position of women as professionals in the criminal justice system.

### Recommended Materials

* Mallicoat, S. (2022). *Women, Gender, and Crime*. 2nd Edition. SAGE Publications.

*NOTE: Others may be added at the discretion of the instructor.*

### Course Technology & Skills

#### Minimum Technology Requirements

* Computer
* Reliable internet access
* Speakers
* Microphone
* Plug-ins
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

#### Computer Skills & Digital Literacy

* Using Canvas
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats (.doc, .pdf)
* Downloading and installing software

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

## Teaching Philosophy

My teaching philosophy is that students interact with course materials and one another using critical thinking skills. Students should engage with each other throughout the course through our in-class discussions. At the beginning of each week, the student should refer to the course schedule (see below) for their reading assignment for that week and should read all assigned course materials prior to each week’s meeting to be prepared to engage in meaningful discussion.

## Class Content Warning

Please be aware that this course and the related course materials, (including audio/visual material), may include material and topics that could be offensive and/or disturbing to some students. This could include violence, offensive or foul language, difficult topics such as sexuality, quotations with offensive or foul language, case studies, and many other subjects inherent to the criminal justice world. We are all adults and will be required to act professionally and respectfully with these topics and language. Anyone who does not act accordingly will be asked to leave at the instructor’s discretion, be subject to student conduct policies, and will forfeit participation points. Due to the class content and expected discussion, no visitors, including children, are allowed in class.

## Course Format

Team-Based Learning, which consists of Readiness Assurance Tests (RATs), facilitated discussions, team activities, and some mini-lectures.

Team Based Learning

This course will use a team-based learning approach that will provide students with opportunities to regularly practice skills that are essential to a social science education. Students will be assigned to teams early in the semester and will work with those teams throughout the course. Course requirements are specifically designed to ensure that individuals are prepared for teamwork and that the team experience avoids typical problems of “group work” (e.g., free riders, dominant members, splitting up the work to avoid interaction, etc.). The responsibility for learning basic material is placed on individuals with work done outside of the class, while time in class is spent using that material in creative and sophisticated ways as both individuals and teams. All teamwork is done during class time. Course grades will be based on work from both individuals and teams. The following is a list of what will occur in your teams:

1. **You will take Readiness Assurance Tests (RATs)** first as an individual, then with your team, to ensure that you understand the most important information for each unit.
2. **You will solve specific problems**, aka Team-Based Learning Activities. You will be asked to generate your own solutions, and work with your team members to come to a consensus about the solution, which you will report and defend as a team. These will be the basis for class discussions.
3. **You will evaluate your team members** in terms of preparation, flexibility, contributions, and respect for the group (i.e., on-time and regular attendance). Peer evaluations are an integral part of TBL as they help to assure accountability among team members.
4. It is important that you **attend class regularly**. Failure to attend class will result in lost activity points and reduced course engagement.
5. Please arrive early or on time, as we will start promptly at 9am. ***On the days that you have a RAT, the RAT will be given at the beginning of the class period, and arriving after the RAT has been distributed will earn you 0 points on the individual RAT.*** You may not make up that day’s i-RAT.
6. Additionally, ***if you are on your phone during a RAT (individual or team) you and/or your team members will receive an automatic zero****.*
7. If for some reason you must **miss class**, please notify the instructor to be able to make up missed work. It is not possible to make up Team Activities or the Team RAT.

## Course Policies

### Communication Expectations

Correspondence for this course will take place primarily through Canvas Announcements. This means that all emails sent through the course will go to your Canvas Inbox and should also go to your official UNT Email. Therefore, it is **your responsibility** to read any messages you may receive. You must also make sure to check your official UNT email, or make sure you received official UNT emails to your preferred email address. You may also correspond with other classmates this way. Please make sure to check this frequently for any change to the course or schedule.

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me for support. Additional office hours, in person and virtually, will be offered as the semester concludes. Your success is our goal.

### ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Consider announcing in your class or putting in your syllabus how students can connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registering process (<https://studentaffairs.unt.edu/office-disability-access>).

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. To read more about the policy, please visit: [Academic Integrity Policy (PDF)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

### Attendance and Participation

Students are required to attend class each week. Students are expected to not only attend class but participate actively in all course discussions/activities.

I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me. There may be some flexibility we can offer to support your academic success.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Important Notice for F-1 Students taking Distance Education Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

### Assessing Your Work

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. There is a total of **1150** points that can be earned in this class. The grading policy along with other class requirements is presented below.

| ***Assignment*** | ***Points Possible*** |
| --- | --- |
| ***Infographic*** | *100 points* |
| ***Reflection Assignments*** | *100 points* |
| ***Individual RATs*** | *300 points* |
| ***Team RATs*** | *400 points* |
| ***Class Participation*** | *150 points* |
| ***Peer Evaluation*** | *100 points* |
| ***Total points possible*** | *1150 points* |

### Grading Scale

A = 1035-1150

B = 920-1034

C = 805-919

D = 690-804

F= Below 690 points

Late WorkThere are no make-up tests/assignments in this class with the exception of authorized absences according to University policies prescribing authorized absences in certain situations. I reserve the right to consider extreme circumstances and modify this rule. Those in athletics, those who are absent for religious holidays, and/or those involved in other school supported activities that require being absent from class will be allowed make up if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused (e.g., traveling for a basketball game, observing a religious holiday). If you were critically ill in such a way that you could not complete any required assignment or exam, you must submit a doctor’s note to me within calendar 3 days.

There is absolutely no make-up for assignments turned in late unless authorized as a result of university related absence or through prior consultation and approval by me. Make-up assignments as a result of authorized absences must be turned in within 3 days of returning from the authorized absence. To be excused, any authorized absence must take place over the entire submission window. That is, if a student has an authorized absence for 1 day of a 3-day submission window for an exam or any other assignment, then they will not be excused and will not be able to take a make-up. I strongly recommend *not* waiting until the last day to complete an assessment in case this occurs.

Class ParticipationThis is an active-learning class, thus it is imperative that students attend class to meet the requirements/expectations of the course.

Syllabus Change Policy  
I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that it must be modified. In the case that it needs to be adjusted, I will announce such adjustments to the class. bI will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student’s responsibility to check announcements/email so that all changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements/email does not constitute a defense against a missed Reading, test date, or other applicable changes.

## Course Requirements

Gender & Crime Infographic (100 points total)

For your final project in this course, you will create an infographic on a topic related to **gender**. Imagine you are presenting this infographic to someone who has little to no background in criminal justice. You may choose from the following topics (if you would like to cover a different topic, please see me for approval):

* Domestic violence
* Sexual assault
* Sex work
* School to prison pipeline
* Juvenile delinquency
* Incarceration
* Reentry

Detailed instructions/rubric for the final project are posted on Canvas. Infographics are **due no later than Thursday, 12/3 by class time.** **Detailed instructions/rubric for the infographic are posted on Canvas.**

Reflection Assignments (100 points total)

Women face unique challenges during incarceration. Throughout the semester, there will be three reflection assignments, with the **two (2) highest scores** counting towards your grade for a total of 100 points (each worth 50 points). Therefore, you can choose to submit only two assignments or submit all three and drop your lowest grade.

You will write a short response in which you summarize the article and reflect on the issues presented. These assignments are designed to increase your ability to critically assess issues facing women in the carceral system. **Detailed instructions as well as a rubric and sample assignment are at the bottom of the syllabus and on Canvas.** **Due dates are listed in the course calendar below.**

Readiness Assurance Tests (RATs) (700 points total)

These in-class tests assess students’ comprehension of assigned readings to ensure that they are adequately prepared to apply the knowledge from those readings to class activities. RATs are closed-book tests that are administered twice in the same day. First students take the test individually (i-RATs). Each i-RAT is worth 30 points. Once they turn in their individual responses, then students take the test again as a team (t-RATs). Team members discuss each question to obtain consensus about the answer. Each t-RAT is worth 40 points. Finally, teams are encouraged to generate short appeals for answers for which they did not receive full credit. They may use any materials for this appeal. The appeal can be made on the grounds that the question was vague (appeals must include a rewritten question) or that an alternative answer would also be acceptable. Only appeals for team responses will be taken. If the appeal is granted, it will be applied to the team RAT score as well as to the individual RAT score for the members of that team. **The lowest i-RAT and t-RAT score for everyone will be dropped at the end of the semester to allow for absences**. Make-ups for RATs will only be allowed for exceptional circumstances (see attendance policy below) upon prior approval by the professor.

Class Participation (150 points total)

Students should expect a graded in-class assignment during each non-RAT day of a unit. These assignments will not be announced in advance. They are designed to assess preparation for class, measure the understanding of course material, provide frequent feedback about student performance, and support the course learning objectives. All these assignments will be completed individually at the end of class. Students should bring paper, pens, and required readings to every class to be prepared for the in-class assignments. The three lowest grades will be dropped from the calculation of this component of the final grade. Thus, the total amount of points you can earn for participation is 150. There are no make-up opportunities for these exercises, as they require class attendance to be completed.

Peer Evaluations (100 points total)

To ensure that students do their share of the teamwork, each individual’s contributions to the team will be evaluated by the team members at the midpoint and end of the semester. Each evaluation is worth 50 points. The sum of these two scores will count towards the final grade and be worth a total of 100 points.

## Course Schedule*\*\*SUBJECT TO CHANGE\*\**

|  |  |  |
| --- | --- | --- |
| **Week** | **Date** | **UNIT, READING ASSIGNMENTS, AND DUE DATES** |
| Week 1 | 8/18-  8/20 | Review Syllabus and Course Format; Course Calendar Review; RAT Practice and Team Assignments; Begin Ch. 1: Women, Gender, and Crime |
| Week 2 | 8/25-  8/29 | Complete Ch. 1; Rat 1 Theories of Victimization; Ch. 2: Theories of Victimization |
| Week 3 | 9/1-  9/5 | Monday: School Holiday; Rat 2: Women, Gender and Victimization: Rape and Sexual Assault; Begin Ch. 3 |
| Week 4 | 9/8-  9/12 | Finish Ch. 3; Rat 3: Women, Gender, and Victimization: Intimate Partner Abuse and Stalking; Ch. 4; Begin And So I stayed |
| Week 5 | 9/15-  9/19 | And So, I stayed; Reflection Due by 11/59 9/17; Guest Speaker: Denton County Friends of The Family |
| Week 6 | 9/22-  9/26 | Rat 4: Gender-Based Violence; Ch 5; Unsilenced |
| Week 7 | 9/29-  10/3 | Rat 5: Women, Gender, and Offending; Ch 6; Rat 6 Girls, Gender, and Juvenile Delinquency; Ch. 7 |
| Week 8 | 10/6-  10/10 | Finish Ch. 7; Pushout; Midterm Peer Evaluation Due by 11:59 10/8; Infographic Workday; Reflection Assignment #2 Due by 11/59 10/10 |
| Week 9 | 10/13-  10/17 | Rat 7: Females Who Offend and Their Crimes Ch. 8; Guest Speaker |
| Week 10 | 10/20-  10/24 | Rat 8: Processing and Sentencing of Females; Ch 9; Rat 9: The Supervision of Women: Community Corrections, Rehabilitation, and Reentry; Ch 10 |
| Week 11 | 10/27-  10/31 | Finish Ch 10; Rat 10: Women, Gender, and Incarceration; Ch. 11 |
| Week 12 | 11/3-  11/7 | Tutweiler; Finish chapter 11; Reflection Assignment #3 Due by 11:59 11/5 |
| Week 13 | 11/10-  11/14 | Rat 11: Women Professional in the CJ Legal System Police, Corrections, and Offender Services; Ch 12 |
| Week 14 | 11/17-  11/20 | Ch 13: Women in CJ Careers Panel; Infographic Workday |
| Week 15 | 11/24-  11/29 | Fall Break: Enjoy Your Families |
| Week 16 | 12/1-  12/5 | Course Wrap up; Infographic Class Presentation; Reading Day |
| Final Week | 12/8-  12/12 | Final Exam |

**Reflection Assignments Instructions & Rubric—See Course Calendar and Course Announcements for Due Date.**

Women face unique challenges during incarceration. For these assignments, you will reflect on several assigned readings highlighting contemporary issues facing women who are incarcerated. You will write a short response in which you summarize the article and reflect on the issues presented. These assignments are designed to increase your ability to critically assess issues facing women in the carceral system.

You will choose **three (3)** of the five articles below to complete your reflections on:

* [Healthcare in Prison](https://prisonjournalismproject.org/2024/02/11/womens-health-care-in-prison-is-degrading/)
* [Conditions in Texas Prisons](https://www.keranews.org/news/2023-08-18/why-didnt-they-just-kill-us-three-women-talk-about-life-in-a-texas-prison-without-ac)
* [Addiction in Prison](https://prisonjournalismproject.org/2023/04/13/fentanyl-haunts-us-even-in-prison/)
* [Educational/Vocational Programming for Women](https://www.texastribune.org/2018/05/21/women-are-offered-variety-programming-while-prison-gender-disparities-/)
* [Transgender policies](https://19thnews.org/2024/04/colorado-transgender-women-prison-reform/)

You must include the following in your assignments:

1. **Article Source**
   1. Include a website link to your chosen article.
2. **Article Summary (approximately 100-150 words)**
   1. In your own words, summarize the content of the article.
3. **Personal Reflection (approximately 200-250 words)**
   1. Discuss how the article challenges or reinforces your own understanding of women and incarceration.
   2. Specifically, identify 1 to 2 policy recommendations or social changes that could address the issues highlighted in the article.

Each assignment should be between **300-400 words** and submitted on Canvas either a Microsoft Word Document or Adobe PDF. Google documents or assignments submitted in the text box will not be accepted.

**Sources/Citations:**

1. You are welcome to utilize outside sources, the textbook, or other course materials (e.g., lecture materials) to complete your assignments.
2. However, you must properly **cite all sources** in the assignment write up and provide a reference page.
   1. For a guide of how to use in-text APA citations, see: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html>
   2. For how to write-up an APA reference list, see: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html>
3. **Additionally, all writing must be your own and no one else’s**. See me or a UNT librarian if you have questions about avoiding plagiarism. Additionally, the following module highlights examples of plagiarism and what it is (<https://guides.library.unt.edu/plagiarism/home>). All papers will be submitted through plagiarism detection software. A rubric and sample paper are provided at the end of this document.
4. **Please DO NOT USE AI TO WRITE THESE SUMMARIES (we will discuss why this is in class)**.

You will have **three** opportunities to submit reflection assignments throughout the semester. You are only required to submit **two** reflection assignments. However, you are also welcomed to submit all three assignments over the semester and have the lowest score among the four assignments dropped. The due dates and times are listed below:

The due dates and times for the reflection assignments are listed below:

1. ***Wednesday 9/17 @ 11:59 PM***
2. ***Friday 10/10 @ 11:59 PM***
3. ***Wednesday 11/5 @ 11:59 PM***

**Grading Rubric: Reflection Assignments**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Inadequate**  **0 Points** | **Beginning**  **8 Points** | **Developing**  **13 Points** | **Proficient**  **17 Points** | **Mastery**  **20 Points** | **Points** |
| **Article Summary** | Not Attempted | Incomplete summary of the article. | Unclear summary of the article. | Mostly clear summary of the article. | Clear and complete summary of the article. | /20 |
| **Personal Reflection** | Not Attempted | Demonstrates minimal depth of reflection, lacking in specificity or personal connection. Does not include 1 or 2 specific policy recommendations. | Demonstrates limited depth of reflection, offering superficial or general insights. Includes 1 or 2 somewhat clear policy recommendations. | Demonstrates strong depth of reflection, exploring ideas and personal experiences with clarity and thoughtfulness. Includes 1 or 2 mostly clear and specific policy recommendations. | Demonstrates strong depth of reflection, exploring ideas and personal experiences with clarity and thoughtfulness. Includes 1 or 2 clear and specific policy recommendations. | /20 |
|  | **0 Points** | **1 Point** | **3 Points** | **4 Points** | **5 Points** | **Points** |
| **Writing and Mechanics** | Not Attempted | Spelling and grammatical errors throughout that make comprehension difficult. | Significant errors in spelling or grammar that hinder the reader’s understanding. | Minor spelling or grammar errors that are not distracting to the reader. | Writing is clear and virtually free of spelling and grammar errors. | /5 |
| **Following Directions** | Not Attempted | Assignment contains allof the following issues: a) incorrect word count (not 300-400 words); b) proper citations; c) website link to article is not included. | Assignment contains *two* of the following issues: a) incorrect word count (not 300-400 words); b) proper citations; c) website link to article is not included. | Assignment contains *one* of the following issues: a) incorrect word count (not 300-400 words); b) proper citations; c) website link to article is not included. | Assignment includes *all* of the following components: a) correct word count (300-400 words); b) proper citations; c) website link to article is included. | /5 |
| **Total** |  |  |  |  |  | /50 |

**Reflection Assignment Example**

Article: Starting Over: Women emerging from prison face formidable challenges to resuming their lives by Samantha Hendrickson

The article the challenges facing women in prison, using the example of Heather Jarvis’ experience as an incarcerated woman (Hendrickson, 2024). The author highlights how women have quickly become the fastest growing population of incarcerated individuals, largely due to punitive drug laws and policies that stemmed from the War on Drugs and “tough on crime” era of criminal justice policy (Hendrickson, 2024). The article notes that women are disproportionately more likely to be incarcerated for drugs as compared to their male counterparts. Historically, incarcerated women receive less programming and face more stigmatization upon their release (Hendrickson, 2024). Heather’s story is not unlike many other incarcerated women, one that illustrates efforts she has made to improve herself while incarcerated, but also acknowledging the significant barriers she will face upon reentry.

The AP News article "Women Prisoners Face Reentry Challenges Amid Program Shortage" was an eye-opening read. While I was aware of the difficulties faced by formerly incarcerated individuals, the article shed light on the specific challenges women encounter during reintegration. As we learned in Chapter 11, incarcerated mothers are often the primary caregiver of their children (Mallicoat, 2023). This creates a tremendous amount of strain the mother-child relationship during incarceration. I think there needs to be specific programming such as parenting classes for incarcerated women as well as ways for mothers and their children to maintain their parent-child bond, such increasing access for visitation.

Additionally, the statistic that women's prison numbers have increased more than sevenfold over the last three decades was particularly alarming. It forced me to question the root causes of this trend, and the lack of resources dedicated to supporting these women. In Chapter 10, the author talks about gender-responsive programming. I think it is crucial that women are given programs that target their specific needs to improve reentry outcomes (Mallicoat, 2023). For example, as women are more likely to be incarcerated for drug-related crimes and face higher rates of mental health diagnoses, it is important that there is quality substance use and mental health treatment in female facilities.

Word Count: 341

**References**

Hendrickson, S. (2024, April 11). Starting Over: Women emerging from prison face formidable challenges to resuming their lives. *Associated Press.* Retrieved from: https://apnews.com/article/women-prisoners-reentry-challenges-program-shortage- d56afe6283c25e981d37d6e925d90ffd

Mallicoat, S. (2022). *Women, Gender, and Crime*. 2nd Edition. SAGE Publications.

# CJUS 4820 Infographic Instructions/Rubric[[1]](#footnote-1)

Due Thursday, 12/3

## Purpose:

Infographics are “visual representations of information or data.” Typically, an infographic is a one-page rectangle-shaped visualization that is clear and easy to read, with attention-grabbing data or statistics. At the end of this document, you will find examples of infographics on other topics.

## Directions:

For your final project in this course, you will create an infographic on a topic related to **gender**. Imagine you are presenting this infographic to someone who has little to no background in criminal justice. You may choose from the following topics (if you would like to cover a different topic, please see me for approval):

* Domestic violence
* Sexual assault
* Sex work
* School to prison pipeline
* Incarceration

### Your infographic must contain the following information about your topic:

1. Title
2. Background information
   1. Define the topic/issue and why it is important.
   2. Relevant statistics/figures related to the topic (with citations).
   3. The gendered nature of the topic (i.e., how does it particularly affect/impact women, LGBTQIA+, people of color, etc.?)
3. Policy Solution or Recommendation
   1. Proposed policy solution/recommendation to the issue.

## Infographic Tips:

* To create your infographic, I suggest using Canva, which is free and easy to use. Here is a video explaining [how to create an infographic using Canva](https://www.youtube.com/watch?v=t3vyyy27dMQ&feature=youtu.be&ab_channel=MelissaZonin). Here is a link to [our course](https://www.canva.com/brand/join?token=kEBXiOIFIWJaLbLId00GRw&brandingVariant=edu&referrer=team-invite) on Canva so that you have access to the same tools I do. You can use other platforms such as [Easelly](https://www.easel.ly/), [Venngage](https://venngage.com/), or [Piktochart](https://piktochart.com/). However, I find Canva the most intuitive and easy to use (plus you have been using it all semester with your media posts)!
* Think visual! How can you represent facts using symbols or images? How can a visual component make your facts clearer and more powerful?
  + Charts and images are a great way to convey information.
    - You may use an existing graph/chart you find, or you can make them yourself. Here is a great [tutorial](https://youtu.be/aUk4npRmjL8) on how to use charts.
    - When you use Canva, you will notice that many of their images are not free. However, feel free to look up you own images and upload them. You can find free images on Google, or free image sites like [Pexels](https://www.pexels.com/), [Unsplash](https://unsplash.com/), and [Getty Images](https://www.gettyimages.com/).
    - Make sure the images/charts you select are directly related to your topic!
* Be sure to cite your sources (in a small font size) on your Infographic!
  + All citations must be in APA format and all statements that are not common knowledge or the students’ own personal thoughts must be cited in-text using the format: \_\_\_\_\_\_\_ (Author, Year) or Author (Year) \_\_\_\_\_\_\_\_. Here is a helpful [tutorial](https://www.youtube.com/watch?v=hEUZrEQOcqc&feature=youtu.be&ab_channel=WayneStateUniversityLibraries) on how to cite using APA format as well as a [citation generator](https://www.citationmachine.net/apa/cite-a-book).
  + All in-text citations should be linked to a full-text citation in the references at the end of your infographic at the bottom of the last page. To create a footnote for your references, you can add a different colored box and add a textbox over it. Then, type/paste your citations in the textbox.
  + Pre-existing graphs/charts must be cited in the references under “image sources” or right underneath the image.
  + Images must be cited in the references under “image sources” or right underneath the image if they were accessed outside of the infographic platform.
* Write in a professional manner to a professional audience (no I statements).
* Formatting:
  + Typically, infographics are oriented vertically and are 600 wide x 2000 pixels long (about 4.5 inches by 11 inches). You can use up to two sides, front and back.
* Submission:
  + You should download and submit your infographic through Canvas as a PNG or JPEG file (not PDF!). To download your infographic in Canva, click the download (arrow) icon in the top right corner.

## Examples of Infographics

* Check out an example of an Infographic I created below about Adverse Childhood Experiences (ACEs) and system-impacted youth.

## Grading Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Exceeds Expectations**  **20 points** | **Meets Expectations**  **15 points** | **Does Not Meet Expectations**  **10 points** |
| **Topic** | The topic of the infographic was clear and concise. The gendered nature of the topic is clear. The policy recommendation is appropriate and clear. | The topic was somewhat broad. The creator discussed multiple sub-topics instead of one narrowly focused topic. The gendered nature of the topic is mostly clear. The policy recommendation is appropriate and mostly clear. | The topic/purpose of the infographic was not clear and concise. The topic chosen was too broad. The creator discussed multiple topics. The gendered nature of the topic is unclear. The policy recommendation is unclear or not provided. |
| **Data/Statistics** | Data is accurate and relevant to the topic. The infographic has at least one data visual and one other image. | Data is somewhat accurate to the topic. The infographic has at least one data visual and/or one other image. | Data was not accurate and/or not relevant to the topic. The infographic does not have one data visual or other image. |
| **Layout** | The infographic has a great layout, with applicable graphics. | The graphics were somewhat applicable with an average layout. There is a disproportionate amount of text. | The graphics are unrelated to the topic and/or have a poor layout. There is an overload of text. |
| **Visual Appeal** | The font is legible, color scheme enhanced the graphic, there was a cohesive style to the infographic. It is clear the creator put time and consideration into the style of the infographic. | The font was somewhat legible, and the color scheme didn’t affect the graphic. The overall style was somewhat disorganized. | The font was illegible, the color scheme was distracting or detracted from viewability. The style was disorganized. |
| **Citations/Sources** | Citations for the infographic’s data were included, and the creator utilized reputable sources. | Citations for some of the data were included and/or citations were a mix of reputable and unreputable sources. | No citations of the data were included and/or sources were unreputable. |

A close-up of a poster

Description automatically generated

1. This assignment was adapted from Dr. Breanna Boppre CJ 581A: Women, Crime, and CJ and Dr. Rachel Ellis Corrections courses. [↑](#footnote-ref-1)