

WMST 211

Women in the Criminal Justice System

3 Credits

Community College of Baltimore County
Common Course Outline

Description

WMST 211 – Women in the Criminal Justice System: Women in the Criminal Justice System examines the role of women in the Criminal Justice System as offenders, victims, and professionals. Each area has been impacted by stereo types that portray women as passive and dependent. Students examine the historical development and current roles of women in law enforcement, judicial proceedings, and corrections. Emphasis is placed on current policies that attempt to increase equity in legal, professional and program practices.

Pre-requisites: ACLT 052 or ACLT 053

Overall Course Objectives

Upon completion of this course, students will be able to:

1. Evaluate the relevant theoretical perspectives concerning gender and criminal behavior;
2. Analyze the historical development of women's role in our society and the legal rights extended to them;
3. Describe the social, cultural, and political variables that motivate women to commit crime;
4. Construct a profile of female offenders and trends as documented in statistical data and reporting instruments;
5. Appraise the impact of victimization on the development of criminal behavior in women;
6. Assess the treatment of women as victims of crime and the changes that have occurred over the past decades;
7. Distinguish between institutional programming for women and traditional correctional programming;
8. Compare treatment modalities for women with those traditionally focused on male offending;
9. Evaluate the needs of female inmates in relation to their children and partners;
10. Assess critical issues concerning women in the workplace including sexual harassment, glass ceiling, disparate treatment, and equity; and
11. Determine the essential features of the challenges and barriers that continue to face women working in the Criminal Justice System as professionals.

Major Topics

- I. Historical development of women's issues
 - a. Emergence of gender in criminology

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

- b. Legal rights of women
- c. Societal images of women in crime
- d. Diversity among women
- II. Female Offending
 - a. Theoretical development of females as offenders
 - b. Frequency and nature of females offending
 - c. Criminal laws, sentencing and sex discrimination
 - d. Women and correctional processes
- III. Victimization of women
 - a. Victimization research
 - b. Sexual victimization
 - c. Woman battering and stalking
 - d. Societal response to female victimization
- IV. Women professionals in the Criminal Justice System
 - a. Breaking the barriers and gender equity
 - b. Legal implications
 - c. Resistance in the field of law enforcement to female officers
 - d. Classifications of women employees in male-dominated jobs

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Homework assignments
- Oral presentations
- Research projects
- Demonstrate mastery of objectives – written tests or performance-based observation

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities, and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes, and skills appropriate to various courses and programs. The assessment activities may take many forms such as surveys, standardized or faculty developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvements of CCBC's courses and programs.

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