

Fayetteville State University
College of Arts & Sciences
Criminal Justice Department
CRJC 380-HYB: Sex, Sexuality & the Law
Spring 2019

I. Locator Information:

Instructor: **Dr. Emily Lenning**

Course # and Name: **CRJC 380-HYB: Sex, Sexuality & the Law**

Semester Credit Hours: **Spring 2019 – 3 Credit Hours**

Day and Time Class Meets: **T 11-12:15**

Office Location: **321J Laretta Taylor**

Email address: **elenning@uncfsu.edu**

Office hours: **M/W 11 a.m. -3 p.m.**

or by appointment

Office Phone: **672-2274**

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

SPECIAL NOTICE

Due to the nature of this course, you need to be aware that some of the course content (including readings, films, and powerpoints) will contain graphic material. Graphic material may include profanity and sexually-explicit language and images (including but not limited to nudity). Throughout the semester we will be addressing highly sensitive and controversial topics that are central to meeting the learning outcomes for this course. Though you are not required to engage in material that makes you uncomfortable, you are responsible for understanding all of the course material. Thus, before beginning this class or making the decision to remain enrolled, be sure that you are emotionally prepared to confront controversial, sexually-explicit and uncomfortable topics. If you are unsure about your ability to deal with such material, I encourage you to consider taking another course to fulfill your elective requirements. Remember: knowing your own limitations and comfort level is a sign of maturity, not weakness. ****It is also important to note that multiple perspectives on various topics will be explored this semester. *The instructor does not necessarily endorse any of the specific ideas being presented in any of the course materials.***

II. Course Description: This is a survey course designed to give students an overview of criminal law, civil law, and legal issues as they related to sex and sexuality. This class considers why certain behaviors come to be legal or illegal, how laws that regulate sex and sexuality affect our culture, and how criminal justice professionals confront issues of sexuality within the framework of the law. Though specific topics may vary by professor or current events, they may include sexual assault, prostitution, sex trafficking, pedophilia, sting operations, abortion, hate crimes, GLBTQ rights (for civilians and CJ professionals), sex registries, and pornography.

Prerequisite: CRJC 200

Course Format: This is a *hybrid course* that includes a mix of on-campus class periods and online activities. You will physically attend class at least one day a week, as outlined in the Course Schedule. The advantage of a hybrid course is that it allows you to more flexibly schedule your learning time, while maintaining face-to-face contact with me and your classmates. The reason for having a hybrid course is so that we can “flip” the classroom, which means that you will learn content outside of class, and participate in application activities and discussions inside of class. When you are not in class, you should expect to be engaged in activities in an online environment. These activities will include readings, exploring websites, viewing powerpoints, watching films, and completing assignments (see the Course Schedule for due dates).

In this course, you will work both independently and with others. Since the online format provides you greater time flexibility and freedom, you will need to have good organizational and time-management skills to be successful in this course. At the same time, it is critical that you attend class when it is scheduled to take full advantage of face-to-face interaction with Dr. Lenning and your peers.

Access to a computer and high-speed Internet is critical in this course. While access to a personal computer is ideal, computers are available for student use in the Lyons Science Annex, the Library, and other locations throughout campus.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:

<http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167

dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454

lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. Students are also encouraged to report incidents of sexual misconduct to the University's Police and Public Safety Department at (910) 672-1911.

V. Textbooks:

Buist, C. & Lenning, E. 2016. Queer Criminology. New York: Routledge.

Additional Required Readings: In addition to the book there are many other **required** assigned readings, which can be found under the appropriate modules in Canvas.

VI. Student Learning Outcomes:

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

- Understand how sexual deviance is socially constructed and how these constructions affect the law and the CJS.
- Deconstruct complex social debates as they relate to sex and sexuality.
- Understand the connection between moral panics surrounding sexuality and criminal justice policy.

VII. Course Requirements and Evaluation Criteria

a. Grading Scale:

Assignments	13 at 20 points each	260
Team & Class Participation at Midterm		50
Team & Class Participation at Final		50
Component A		20
Component B		20
Component C		20
Public Awareness Campaign		80
Total		500

450-500 = A

400-449 = B

350-399 = C **Note: CJ majors must earn a C or better in all CRJC courses**

300-349 = D

0-299 = F

b. Attendance Requirements

Since this is a hybrid class your attendance (both online and in the class) will be crucial to your success. “Attending” online means that you are completing all assigned readings, viewings and assignments by the due dates listed below. If you fail to come to class prepared, we will be unable to engage in meaningful activity and team-based learning. *PLEASE NOTE THAT IF CLASS IS CANCELLED FOR ANY REASON (E.G., SNOW DAYS, ETC.) YOU MAY BE REQUIRED TO COMPLETE ADDITIONAL WORK VIA CANVAS OR ATTEND CLASS ON AN UNSCHEDULED DAY.*

Excused absences: Because this class is based on the principles of team-based learning, your presence is incredibly important, and failure to attend class, arrive on time, and remain in class until it is dismissed will have a negative impact on your team & class participation grade. If you are late, miss class, or leave early for a legitimate reason (e.g., illness, death in the family, extreme emergency) it is your responsibility to contact me immediately and to provide documentation for your absence, tardiness, etc. If you fail to provide legitimate documentation in a timely manner I will not consider your absence, tardiness, etc., to be excused and it will negatively impact your team & class participation grade. If you are an athlete or student leader and you have a related event, you must notify me and plan to make up work before the event occurs – your absence will not be excused if you do not clear it with me in advance. Given the hybrid nature of this course, excessive absences will not be excused – this means that if you know you are unable to attend class regularly due to life circumstances then you should withdraw from the course before the official withdrawal deadline (March 29th).

c. Graded Assessments

Assignments: Each week you will have an assignment related to the assigned course materials. These assignments can be found within the appropriate module on Canvas. Most of these assignments should be written in an essay format (unless otherwise directed) and should require around 400-500 words to complete thoroughly. Each assignment is worth 20 points. Be sure to review the grading rubric for assignments, which can be found under “Important Documents.” Please note that it is imperative that you complete these assignments to successfully participate in each week’s activity.

Team & Class Participation: This class is built on the principles of team-based learning, and nearly every time we meet you will engage with your team and the other members of the class in some form or another. To be a good team and class member requires attending every class, arriving on time, and coming to class fully prepared.

Failing to do any of these things is not fair to the other members of your team, the rest of the class, or Dr. Lenning. Thus, your team participation grade will be based on your commitment to your team and class, as demonstrated by *your presence, your preparation, and participation*. Your grade will be determined by Dr. Lenning and will include input from your team members. You will earn half of your team participation grade at the midterm (50 points) and the other half at the end of the semester (50 points). Be sure to review the grading rubric for team participation, which can be found under “Important Documents.”

Team Evaluation: You are required to submit evaluations of your team members in the middle of the semester and at the end (see course schedule for deadlines). Instructions on how to submit team evaluations will be given prior to the due date. *Failure to submit team evaluations will result in an unsatisfactory score for participation.*

Public Awareness Campaign: Your final project for this class will be a public awareness campaign (PAC) focused on a topic of relevance to the class and will be presented as either a poster or a video during the last two weeks of class. *Other formats will be considered but need to be approved by Dr. Lenning prior to the submission of Component A.* Components of the final project will be due throughout the semester (see course schedule for deadlines). Each component will be worth 20 points and the final product is worth 80 points. For detailed descriptions of the components, final project and rubric, see the “PAC” module on Canvas.

d. Value of Each Assignment

Assignments = 52% of your grade
Team & Class Participation = 20% of your grade
Components A-C = 12% of your grade
Public Awareness Campaign = 16% of your grade

e. Policy on Late or Make-up Assignments

I will only consider allowing late or make-up assignments with timely documentation from the Center for Personal Development (CFPD) that your circumstances require accommodation. This means that if you are experiencing a personal, medical, or other issue that prevents you from completing your work in accordance with the course schedule, you must contact the CFPD immediately. Information about the CFPD can be found [here](#). Please note that if a make-up assignment is granted it may not be offered in the same format as the original assignment.

f. Academic Dishonesty

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook and will result in earning a failing grade for the assignment in question and/or the course, a meeting with the Chair of the department, and a referral to the Academic Misconduct Board. Academic dishonesty includes, but is not

limited to the following: cheating, plagiarism, complicity to academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of an illness, injury, accident, family death, etc. to avoid the timely submission of academic work).

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus via Canvas.

VIII. Academic Support Resources – If you are struggling with the material and/or assignments please contact me immediately so that we can connect you with the appropriate resources. Also, see the “Academic Support” link found on our class Canvas site.

IX. Course Outline and Assignment Schedule

PLEASE NOTE THAT IF CLASS IS CANCELLED FOR ANY REASON (E.G., SNOW DAYS, ETC.) YOU MAY BE REQUIRED TO COMPLETE ADDITIONAL WORK ON CANVAS OR ATTEND CLASS ON AN UNSCHEDULED DATE.

	Tuesday Meeting	Out-of-Class Tasks	Deadlines
Week 1: <i>1/15</i>	Intro to the Course	-Review syllabus and “surf” Canvas site -Read Herdt article -View “Culture, Gender Norms, Panic” Powerpoint -Complete Assignment #1	Assignment #1 <i>Due Sunday, January 20 by 11:59 p.m.</i>
Week 2: <i>1/22</i>	Culture and Norms & Moral Panics	-Read Ch. 5 & 6 by Zilney & Zilney -View “Sexual Predators, Law & the Media” Powerpoint -Watch 20/20: “A Child Is Taken” -Complete Assignment #2	Assignment #2 <i>Due Sunday, January 27 by 11:59 p.m.</i>
Week 3: <i>1/29</i>	Sex Offenders	-Read “The Moral Panic Over Sexting” -Find out more about the Copening case -Watch “Steubenville: After the Party’s Over” on 20/20 -Find out more about the Steubenville case -Complete Assignment #3	Assignment #3 <i>Due Sunday, February 3 by 11:59 p.m.</i>

Week 4: 2/5	Sex, Sexual Assault & Social Media	-Watch "The Hunting Ground" -Review FSU Daily Crime Logs and Annual Safety Report for 2015 & 2016 -Complete Assignment #4 -Complete Component A	Component A <i>Due Sunday, February 10 by 11:59 p.m.</i> Assignment #4 <i>Due Sunday, February 10 by 11:59 p.m.</i>
Week 5: 2/12	Rape on College Campuses	-Read Raymond article -Read U.S. Department of State article -Read Weitzer articles -View "Prostitution" Powerpoint -Complete Assignment #5	Assignment #5 <i>Due Sunday, February 17 by 11:59 p.m.</i>
Week 6: 2/19	Prostitution & Sex Trafficking	-Read Lindquist Dorr article -Read Brightman, Lenning & McElrath article -Surf the "American Eugenics Movement" archive -Complete Assignment #6	Assignment #6 <i>Due Sunday, February 24 by 11:59 p.m.</i>
Week 7: 2/26	Eugenics	-Complete Assignment #7	Assignment #7 <i>Due Sunday, March 3 by 11:59 p.m.</i>
Week 8: 3/5	Contemporary Eugenics & the CJS	-Complete Component B -Complete evaluation of team members	Component B <i>Due Sunday, March 10th by 11:59 p.m.</i> Evaluations of Team Members <i>Due Sunday, March 10th by 11:59 p.m.</i>
Week 9: 3/12	Midterm break		
Week 10: 3/19	Housekeeping/Looking Ahead	-Read Ch. 1 & 2 in Buist & Lenning -Watch "Hunted: The War Against Gays in Russia" -Complete Assignment #8	Assignment #8 <i>Due Sunday, March 24 by 11:59 p.m.</i>
Week 11: 3/26	Criminalizing Queerness	-Read Ch. 3 in Buist & Lenning -Watch "The Brandon Teena Story" -Complete Assignment #9	Assignment #9 <i>Due Sunday, March 31st by 11:59 p.m.</i>
Week 12: 4/2	QC and Law Enforcement	-Read Ch. 4 in Buist & Lenning -Watch the Khan Academy video on Intersectionality -Watch The Urgency of Intersectionality -Complete Assignment #10	Assignment #10 <i>Due Sunday, April 7 by 11:59 p.m.</i> Component C <i>Due by Sunday, April 7 by 11:59 p.m.</i>

		-Complete Component C	
Week 13: 4/9	QC and Courts	-View 2017 Hate Crime Statistics -Read “Bias Crimes as Gendered Behavior” by Jana Bufkin -Watch “Valentine Road” -Complete Assignment #11	Assignment #11 <i>Due Sunday, April 14 by 11:59 p.m.</i>
Week 14: 4/16	Hate Crimes	-Read Ch. 5 & 6 in Buist & Lenning -Complete Assignment #12	Assignment #12 <i>Due Sunday, April 21 by 11:59 p.m.</i>
Week 15: 4/23	QC and Corrections	-Complete Assignment #13 -Complete evaluation of your team members -Finish up PACs	Assignment #13 <i>Due Sunday, April 28 by 11:59 p.m.</i> Evaluation of Team Members <i>Due Sunday, April 28 by 11:59 p.m.</i>
Week 16: 4/30	Public Awareness Campaigns		
Week 17: 5/7	Public Awareness Campaigns	<i>Note: we will meet during the scheduled final exam time</i>	

XI. Teaching Strategies

This course will consist of powerpoints, films, readings, discussions and team-based activities.

XII. Bibliography

Bufkin, J.L. 1999. *Bias Crime as Gendered Behavior*. *Social Justice*, 26, (1): 155-176.

Cohen, S.A. 2008. *Abortion and Women of Color: The Bigger Picture*. *Guttmacher Policy Review*, 11, (3): 2-5, 12.

Dorr, L.L. 1999. *Arm in Arm: Gender, Eugenics, and Virginia’s Racial Integrity Act of the 1920s*. *Journal of Women’s History*, 11, (1): 143-166.

Egan, T. 2000. *Wall Street Meets Pornography*. *New York Times*. Accessed from <http://rfrost.people.si.umich.edu/courses/SI110/readings/InfoEcon/Techno-Porn.pdf> on 7/13/10.

Herdt, G. 2009. *Introduction: Moral Panics, Sexual Rights, and Cultural Anger*. From Herdt, G. *Moral Panics, Sexual Rights, and Cultural Anger*. New York: New York University Press.

McElroy, Wendy. 2006. *A Feminist Overview of Pornography, Ending in a Defense Thereof*. Accessed from www.wendymcelroy.com/freeinqu.htm on 7/3/10.

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- Miller, S.L., Forest, K.B., & Jurik, N.C. 2003. *Diversity in Blue: Lesbian and Gay Police Officers in a Masculine Occupation*. *Men and Masculinities*, 5, (4): 355-385.
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- Robertson, Stephen. 2008. *Age of Consent Laws: Introduction*. Accessed from: <http://chnm.gmu.edu/cyh/teaching-modules/230?section=introduction> on 7/13/10. Center for New Media & History, George Mason University.
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- Weitzer, R. 2005. *New Directions in Research on Prostitution*. *Crime, Law & Social Change*, 43: 211-235.
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