

**CRM 430: Victimless Crime****Missouri State University****Fall 2018 (second block)****SYLLABUS**

Class Dates: October 15 – December 10, 2018  
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Office Hours: Mondays, Tuesdays and Wednesdays 12:30 -1:30 p.m.  
Tuesday 9:30 – 11:30 a.m.  
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**I. Course Details****A. Course Description**

In American society there has been a long history of attempts to legislate towards particular forms of morality that are practiced through private behaviors. This course will serve as a sociological examination of attempts to legally control private behavior in both historical and contemporary contexts. These private behaviors are viewed as moral issues within society and are often regulated through social institutions, including the criminal justice system. Examples of these private behaviors, which will be covered in this course, include prostitution / sex work, pornography, drug use / abuse, homosexuality, abortion, and gambling.

**B. Student Learning Outcomes**

Victimless Crime (CRM 430) has been designed as a course which will:

- Increase the students understanding of the nature and characteristics of consensual crimes and society's responses.
- Enlighten the student about the important issues surrounding the criminalization of prostitution / sex work, pornography, drug use / abuse, homosexuality, abortion, and gambling.
- Heighten the student's ability to think critically about the pros and cons related to the moral issues and private behaviors of prostitution / sex work, pornography, drug use / abuse, abortion, and gambling.
- Educate the student about complex issues that occur as society works to conform everyone, their standards, and behaviors.
- Enhance the student's capacity to analyze the usefulness of social policies regarding consensual crimes.

## II. Required Materials

### A. Required Textbook

Dombrink, John & Daniel Hillyard. (2007). *Sin No More: From Abortion to Stem Cells, Understanding Crime, Law and Morality in America*. New York City, NY: New York University Press.

*\*Noted as D&H on the course calendar in the "Reading" column.*

Meir, Robert F. & Gilbert Geis. (2007). *Criminal Justice and Moral Issues*. Los Angeles, CA: Roxbury Publishing Company.

*\*Noted as M&G on the course calendar in the "Reading" column.*

### B. Additional Materials

#### 1. Lecture Notes

Lectures will be posted in the format of Power Point files to Blackboard under the "Course Units" tab. Each student will be required to read through the lecture notes during the week indicated in the course calendar at the end of this syllabus. The lecture notes will complement the units of the course. Each student will be required to read through these lectures and respond to the coordinating questions in the Lecture Discussion Boards. In addition, the material addressed in these lectures may be used in online quizzes and in questions on the final exam of the course. Note that these lectures are posted to Blackboard as PDF files.

#### 2. Articles

There will be several articles to be read throughout the course of the semester in addition to the required textbook. Each of these articles will be posted to Blackboard in the "Course Units" section as they are to be covered and included in the course. These articles will be in PDF form. Each student will be required to read through these articles and respond to the coordinating questions in the Article Discussion Boards. There are approximately forty (40) to eighty (80) pages of article reading per unit. In addition, the material addressed in these articles may be used in online quizzes and in questions on the final exam of the course.

The following is a list of the articles that will be required for reading and will be posted to Blackboard as PDF files in the "Course Units" as they are covered and included in the course:

Overview – Victimless Crime, In General

"Regulating Vice: America's Struggle with Wicked Pleasure" by Jerome H. Skolnick

Prostitution / Sex Work

"Prostitution Control in America" by Ronald Weitzer

"From Victims to Survivors: Working with Recovering Street Prostitutes" by Nanette J. Davis

"The Work of Sex Work: Elite Prostitutes' Vocational Orientations and Experiences" by Ann M. Lucas

Pornography

- “The Impact of Internet Pornography on Marriage and the Family: A Review of the Research”  
by Jill C. Manning
- “Pornography and the First Amendment” by Cass R. Sunstein

Drugs

- “Should Getting High Be Legal?” by unknown author
- “The Next Panic” by Philip Jenkins
- “Drug Policy: A Challenge of Values” by Eric E. Sterling

Abortion

- “Introduction to Abortion” by Leslie J. Reagan
- “Radicalization of Reform” by Leslie J. Reagan
- “Post-Roe” by Leslie J. Reagan

Gambling

- “To Gamble or Not to Gamble: Moral and Economic Arguments” by Rex M. Rogers
- “Values and Choices: The Struggle to Find Balance with Permitted Gambling in Modern Society” by William R. Eadington
- “The Political Economy of Gambling Regulation” by Raymond D. Sauer
- “Casino Gambling and Crime: A Panel Study of Wisconsin Counties” by Ricardo C. Gazel, Dan S. Rickman, and William N. Thompson

**III. Requirements of the Student****A. Student Participation**

Online discussions through the discussion board are essential within this course. Each student should feel free to raise questions and contribute to the posted topics. There will be lecture material, textbook readings, and article postings that students may respond to in efforts of assisting the flow of the online discussions and enlightening the student’s mind. Every student will benefit from the educational curiosities presented by other classmates.

**B. Blackboard**

As this course is being presented as an online class, students have been enrolled in the Blackboard site for this course. If a student is not familiar with Blackboard, he / she should start going through the course site and seeking out Instructional assistance with Blackboard immediately. Blackboard will be used extensively and exclusively for this course.

**1. Material on Blackboard**

On Blackboard, a student will find important course documents, including this syllabus, group assignments, lecture notes, and article postings. The bulk of the material for the curriculum units will be located in the “Course Units” section of the Blackboard site. All of the course material will be available from the first day of class. As a “Course Unit” concludes, it will close.

## 2. “My Grades” on Blackboard

Blackboard’s “My Grades” is a means of providing grades to the student, yet it is not the sole record of grades for the student. In some cases, Blackboard’s “Total Points” column has not reported an accurate summation of a student’s points, and therefore, should not be consulted. The Instructor recommends that the student should add the grade columns him or herself in order to determine his or her true number of “Total Points” earned.

## 3. Discussion Board on Blackboard

Students will use the online “Discussion Board” on Blackboard for two purposes.

The first is to communicate with the students and the Instructor about questions that he/she has about the course or the material. This should be the primary means of communication with the Instructor *unless* the student has something of the personal nature to discuss with the Instructor. In the case of a personal message, the student is asked to use the Instructor’s e-mail address (Yarckow-Brown@missouristate.edu).

The second purpose of the “Discussion Board” is for posting comments to earn credit for the Online Discussion Board assignments, as discussed later in this syllabus.

# IV. Course Information and Policies

## A. Course Format

This course will be taught as an online course with an emphasis on provided lecture materials, textbook and article readings, online discussions, and a semester project. Students will be responsible for reading assigned textbook chapters and posted articles, completing outside investigation on particular topics and contributing to online discussions. All material presented is intended to engage and inform the student, not to entertain.

## B. Course Conduct

Due to the fact that material covered in this course may become very sensitive in nature, it is necessary to have course requirements set forth as a means of constructing a safe learning atmosphere. Every student enrolled in this course is expected to follow the guidelines as described as a means of ensuring the education of and respect for fellow classmates.

- No act of racism, sexism, ageism, or any similar negative “ism,” or harassment will be tolerated. Students who choose to engage in such a negative activity may be dropped from the course by the Instructor.
- Online discussions are designed for educational purposes and therefore should not be used to express harmful or disrespectful remarks about fellow classmates or the topics at hand. Conversations within the online discussion boards are intended to allow for academic inquiry. Any student who desires to engage in these harmful or disrespectful behaviors will be required to have a conversation with the Instructor about appropriate online classroom behavior.
- When a student is involved in a single, severe incident of disrespect or in a manner that seriously violates the above modes of required conduct, or if a student is repeatedly engaged in negative behavior patterns that include, but not limited to those mentioned, the Instructor does reserve the right to use the

Class Disruption policies that are integral to the university. The Instructor will use the Class Disruption policy to determine an appropriate action and consequence to follow.

### **C. Email Etiquette and Requirements**

Students are required to use their Missouri State University e-mail account when sending e-mails to the Instructor and or classmates. When an e-mail is sent to the Instructor, a student needs to include his / her full name as it appears on the class roster, along with the CRM 430 class designated. E-mails sent to the Instructor from the Missouri State University account will receive a reply within 24 hours if they are sent between 8 a.m. and 8 p.m. Monday through Friday, except on holidays. If a reply has not been received within these timeframes, a student is encouraged to send a second or follow e-mail to the Instructor. Please refrain from sending multiple e-mails on the same concern unless a reply has not been received in the timely manner noted here as this will crowd the Instructor's e-mail and slow down response time.

Note that assignments cannot be sent as attachments on e-mails to the Instructor. Attachments will not be opened, read, or graded, *unless* it is specifically noted in an assignment that an e-mail attachment should be sent. In the majority of cases, e-mailed assignments will not be accepted. E-mailed assignments will only be accepted when a special provision has been made in writing.

E-mail etiquette notes that when sending e-mails, they must be respectful, professional, void of slang, and not written in a "texting" manner (e.g. "u" instead of "you," LOL). Appropriate grammar, spelling, capitalization, and more is required in e-mail communications.

### **D. Civil Communication**

With accordance of Section 2.4 of the Missouri State University's Code of Students' Rights and Responsibilities, all communications must follow respectful and civil guidelines in order to assure productivity of all enrolled students. Students are encouraged to express their opinion, but are reminded that those opinions cannot be at the expense of others in the course.

### **E. Preparedness**

Students must be prepared when complete course components. Any reading assigned for the day, needs to be read before entering the classroom. Being prepared will assist the student in sharing knowledge and learning from his / her peers and in being an effective and productive member of class.

### **F. Student Grievance Procedures**

Every effort to resolve any problem or issue with the Instructor. If such a problem or issue cannot be handled with the Instructor, the student may contact the Department Head of the Criminology and Criminal Justice Department, Dr. Brett Garland, at (417) 836-6954, or visit him in his office, Strong Hall, Office 224.

### **G. Student Responsibilities**

All of the addressed classroom and course policies must be followed by the student. It is the enrolled student's responsibility to know the Syllabus, class requirements, and to abide by them fully. If a student does not properly adhere to the course expectations, the Instructor will consult Missouri State

University's Code of Students' Rights and Responsibilities. If necessary, Classroom Disruption policies will be pursued, as well.

## V. Missouri State University's Course Policies and Accommodations

### A. Student Academic Integrity Policies and Procedures

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. The students are responsible for knowing and following Missouri State University's student honor code, *Student Academic Integrity Policies and Procedures*, available online and at the Reserves Desk in Meyer Library or through the following website: [www.missouristate.edu/policy/Op3\\_01\\_AcademicIntegrityStudents.htm](http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm).

Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. Copying someone else's work, including, but not limited to the work of other students, authors, researchers and or professors, and/or allowing someone to copy a student's original work are both considered violations of the Student Academic Integrity Policy. Credit must be given and afforded to all sources utilized, such as the original authors, in compiling the student's work, in any and all assignments, by way of citations and reference pages. The use of textbooks, cellular telephones, jump sticks, flash drives, notes, study guides, or any other supplemental materials during exams or quizzes is prohibited. Collaborative work between students is not permitted unless expressly directed by the professor.\*

*\*Note that when the Instructor of this course is allowing collaborative work between students, such directions will be expressed in writing. If collaborative work between students occurs when no such directive has been made by the Instructor, in writing, the Instructor will pursue all measures and sanctions afforded to faculty through the Student Academic Integrity Policies and Procedures.*

*\*\*Additionally, note that work that is submitted for credit in this course, absolutely must be original work that was created, written, designed, etc. for this particular class. Any work that had an original creation, writing, design, etc. for any other course cannot and will not be accepted for credit in CRM 430.*

### B. Nondiscrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with the instructor and can also be brought to the attention of your instructor's Department Head\*. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

*\*The Department Head of the Department of Criminology and Criminal Justice is Dr. Brett Garland. He may be contacted at (417) 836-6954, and his office is in Strong Hall, Office 224.*

### **C. Disability Accommodations\***

If a student has a disability and anticipates barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) ([www.missouristate.edu/disability](http://www.missouristate.edu/disability)), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish an accommodation plan. The DRC will work with the student to establish an accommodation plan, or it may refer the student to other appropriate resources based on the nature of the disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Students should be prepared to provide such documentation if requested. Once a University accommodation plan is established, students may notify the class instructor of approved accommodations. If a student wishes to utilize an accommodation plan, it is suggested that the student does so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until the student provides that plan, and are not required to apply accommodations retroactively.

*\*Students in this course are asked to please inform the Instructor within the first week of the course about any accommodations that are being requested and feasible efforts will be made to make sure all reasonable accommodations are made for the student.*

### **D. The Use of Cellular Telephones in Class**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

### **E. Dropping and Adding Courses**

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade\* and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

If the student wants to drop this class after the date specified in the University's academic calendar, the student will not automatically receive an "N" grade. "N's" at this point will only be given if the student can provide documented proof of extenuating circumstances. Dropping this late in the semester because you aren't doing well in a course is not an excuse. If the student wishes to withdraw from the University (i.e., drop all of your classes), he / she must contact the Registration Center, Carrington Hall, Room 320, (417) 836-5522.

*\* To clarify, the Instructor will be left with no choice per University policy to record an "F" grade for this course should the student not properly follow the procedures outlined above with regards to*

*desisting from attending the course without dropping it through the Registration Center in Carrington Hall.*

## **F. Emergency Response Plan**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

## **G. (Video) Recording of Course Activity**

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

## **H. Religious Accommodation**

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

## **I. Mental Health and Stress Management**

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at [counselingcenter.missouristate.edu](http://counselingcenter.missouristate.edu).

## **J. Title IX**

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at [www.missouristate.edu/titleix](http://www.missouristate.edu/titleix). This website is also a good

resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Magers Health and Wellness Center employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

### **K. Chosen Name**

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

## **VI. Assignments, Online Discussion Boards, Online Unit Quizzes, Exams and Academic Integrity**

### **A. Assignments**

#### **1. Reading Assignments**

Students are required to read assigned chapters from the required textbooks and the articles as posted to Blackboard. The dates for these reading assignments are included in the course calendar at the end of this syllabus. Becoming familiar with the information in the assigned readings best prepares the student for participating in the online discussion boards.

#### **2. Online Discussion Boards**

There will be a total of 6 (six) online Discussion Board assignments. Students are required to complete all of these Discussion Board assignments.

Most postings for the Discussion Board assignments are due by 5:00 p.m. (central time) on the date posted (see the “Course Calendar” at the end of this Syllabus). The Original Postings are worth 15 (fifteen) points each and the Reaction Postings are each worth 10 (ten) points each. Therefore, a total of 25 (twenty-five) points can be earned through each Discussion Board assignment. ***All due dates are noted in the Course Calendar at the end of this Syllabus.***

For each discussion board, the student will access the Discussion Board through links available in the “Course Units” or the “Discussion Board” button from the course menu on Blackboard. There will be a forum for each of these assignments. Students are required to respond through an Original Posting to the posed question for each forum by 5:00 p.m. (central time) on the scheduled due date (see the “Course Calendar” at the end of this Syllabus). Students are also required to respond through a Reaction Posting to a classmate’s Original Posting for each forum and must do so by 5:00 p.m. (central time) on the scheduled due date. Original Postings must be made before a student makes a Reaction Posting.

even if the Original Posting is going to be late, or a “0” score will be given to the student. If a student posts a Reaction Posting before posting an Original Posting, he / she will receive a “0” score for the Discussion Board assignment.

*\*Note that students will not be able to see posts from classmates in order to make a Reaction Post until he / she has completed an Original Post, and therefore even if it is late, a student will have to make an Original Post if he / she intends to make a Reaction Post. If it is determined that a student has discovered a way to view the work of other students in their Original Posts prior to submitting their own Original Post, the student will earn a “0” score on the Discussion Board assignment as this would violate Academic Integrity Policies.*

The following rubric will be consulted while the Instructor grades the Online Discussion Board assignments:

**Original Posting**

**VALUE: Up to 15 points**

15	Quality content in a minimum of 200 words, includes or refers to class materials such as lectures or readings, and good grammar throughout
10	Two of the above three requirements (quality, class materials, grammar)
5	One of the above three requirements (quality, class materials, grammar)
0	None of the above requirements

**Reaction Posting**

**VALUE: Up to 10 points**

10	Quality reaction post that relies upon and pulls in further class information and which encourages further conversations with classmates, such as by asking questions or (respectfully) challenging classmates
5	Quality reaction post that relies upon and pulls in further class information or encourages further conversations with classmates, such as by asking questions or (respectfully) challenging classmates
0	Not a quality reaction post that relies upon and pulls in further class information and does not encourage further conversations with classmates, such as by asking questions or (respectfully) challenging classmates.

*\*Note: Grammar and spelling will be taken into consideration while grading the posts, as well.*

*\*Note: Do not submit any attachments to Discussion Board assignment postings. They will not be opened, read, or graded by the Instructor under any circumstance.*

### 3. Course Project

Students will complete a Project Journal covering one of three topics (the same topic is used for all four components / sections of the project):

Assisted Suicide  
Gay Rights  
Stem Cell Research

*(All three of these topic journals will show up in “My Grades,” but students are only required to complete one of these topic journals! – The total points available for this course is only 1000 points.)*

The Project Journal will be completed through the “Project Journal” tab in Blackboard. This project is worth up to 200 (two hundred points) and is due by 5:00 p.m. (central time) on Monday, November 19, 2018. There will be four components to this course project:

- 1) Chapter Outline: Read the coordinating chapter in the *Sin No More* textbook (Chapter 5 – Assisted Suicide, Chapter 4 – Gay Rights, Chapter 6 – Stem Cell Research). Compose a detailed, formal outline of the chapter. Roman numerals, capital letters, numbers, etc. must be used in the APA format. (This Syllabus works as an example of the formatting.) Detailed outline should not include full paragraphs as the points. (50 points)
- 2) Article Discovery and Annotation: Locate a journal article (use the MSU Library Database – Journal Searches in JSTOR, Lexis Nexis, and Academic Search Premier) discussing the chosen topic. The article needs to be from 2008 or newer and a minimum of 8 pages in length. Write a 100 (one-hundred) word annotation (summation) of the article. Include a copy of the article (attached as a .pdf) and include a proper APA citation for the journal article immediately prior to the annotation. If there is difficulty in determining if a chosen article fits the “academic journal article standard,” the student must email the Instructor no less than 24 hours prior to the due date of the project for approval. (50 points)
- 3) Video Link and Summary: Search for a video which covers the topic chosen, which is factual and could possibly be a news clip, documentary, biography, etc. This video clip needs to be readily accessible through the Internet. Submit the link to the video as a hyperlink within a journal entry and write a 100 (one-hundred) word summary of the video. (50 points)
- 4) Discussion Board Question with Talking Points: From the research, reading, and work completed in components #1, #2, and #3, compose a question that could be used as a Discussion Board assignment question. Include a list of at least 4 (four) talking points (ideas that could be expected to be seen in a student response) for that question. (50 points)

*\*Note: Do not submit assignment components as an attachments to the Journals – except the research article - as they will not be opened or graded! No late work is accepted under any circumstance. And, remember to make links into hyperlinks using the link tool in Blackboard.*

### B. Online Quizzes

There will be five (5) online quizzes throughout the semester. They must be completed by 5:00 p.m. (central time) on the date specified in the course calendar at the end of this syllabus. Each quiz will include twenty-five (25) questions, each worth two (2) points, and in total each quiz will be worth a total of fifty (50) points. Therefore, a total of two-hundred-fifty (250) points can be earned during the course through these quizzes. The questions will be objective in style including multiple-choice, true / false, and or

matching. Students will be timed during the quiz and will have one-half (1/2) hour or 30 (thirty) minutes to complete the quiz. Any material that is included within that particular unit may be included on the quizzes including textbook readings, lecture notes, online discussions, article readings, etc. The emphasis of the quizzes will be placed upon the textbook readings and the lecture notes. However, this material should NOT be consulted during the process of taking the online quiz as this would violate the purpose of this assessment tool. In addition, as the quizzes are timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the quiz. Study guides for these quizzes will not be made available.

### 1. Technological Difficulties with Online Quizzes

Students who experience difficulties in taking the online quizzes, may contact the Instructor to have a quiz re-set. Repetitive requests for a single quiz may be denied. If a student is consistently asking for quizzes to be re-set for each of the units, these requests may also be denied. A record will be kept of all students who have asked for requests. No more than 3 (three) re-set requests will be fulfilled for any student per class per semester. Therefore, it is strongly suggested that students are confident that they are able to take the quiz in its entirety at the time he/she begins the quiz and that he/she is working on a computer with a reliable Internet connection.

### 2. Make-up Quizzes

IF a student knows in advance that he / she will be NOT be able to take a quiz during a scheduled week, he /she is required to make arrangements with the Instructor to take the quiz at an earlier date and time, which is prior to the scheduled week for the quiz. Make-up or post dates for the quiz will not be permitted.

## C. Examinations

### 1. Primary Exam

This exam is worth up to a total of 100 (one-hundred) points towards the student's grade in this course. **The primary exam is due on Friday, October 19, 2018 by 5:00 p.m. (central time).** Questions for this exam will be available through the "Introduction" Course Unit. Note that 2 (two) full hours will be allowed for completion of this exam and students should have supportive materials at the ready with him/her when sitting down to complete the exam. This means that notes, textbooks, articles, etc. are allowed to be used by the student when he/she is completing the exam. However, the Instructor strongly encourages the student to be prepared as he/she begins the exam as it cannot be restarted AND a 2 (two) hour time frame is all that is allowed for the completion of the test.

The following list of questions are provided to assist the student in preparing to take the exam online:

- ✓ What is a crime? (Definition, description, example, etc.) [20 points]
- ✓ Who is a victim? (Definition, description, example, etc.) [20 points]
- ✓ What is harm? (Definition, description, example, etc.) [20 points]
- ✓ By the definition of a crime, must there be a victim in each crime? [20 points]
- ✓ Is the term "victimless crime" the most appropriate or adequate? Or is there a better term? If there is a better term, what is it? Why is this a better term? [20 points]

Remember, that this is an exam, which is an assessment tool used to determine what the student has learned in the course, so course material should most certainly be included. In addition, he / she may

choose on **ONLY** this exam in the course to use research or supplemental sources in writing his / her answers. If outside sources are used, including but not limited to the textbook, lecture notes, dictionaries or journal articles, parenthetical citations **must** be included within the essay. **Note that student collaboration on the Primary Exam is not permitted as that would violate academic integrity.**

## 2. Cumulative Final Exam

The final examination of this course will be cumulative in style. This examination will be worth up to three hundred (300) points and will be comprised of essay style questions. **The exam will be posted to Blackboard as an online test. Each student will have until 5:00 p.m. (central time) on Monday, December 10, 2018 to complete this exam. Students will be given 2 (two) full hours to complete the exam. Once the exam has been opened by the student, the timer will start.**

Any material covered throughout the duration of the semester may be included on the exam. In other words, being knowledgeable about textbook and article readings, online discussion boards, group Wikis, etc. will support a student's success on the final exam. However, this material should **NOT** be consulted during the process of taking the Cumulative Final Exam as this would violate the purpose of this assessment tool. In addition, as the exam is timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the exam. **The Instructor strongly recommends keeping all course material (the Course Unit folders will close after that Unit has concluded) until the cumulative final exam has been completed for purposes of reviewing and studying PRIOR to the start of the exam. See the Primary Exam questions . . . and Are the behaviors we discussed in class victimless crimes based on the definition of victimless crime AND research, statistics, facts, opinions, morals, beliefs, etc. Be prepared to cite your sources!**

## D. Additional Notes on Academic Integrity

### 1. Misrepresentation of Student's Identity

Students must complete the online discussion boards, online quizzes and both exams by him or her self and cannot, under any circumstance, have someone else complete these components of the course under the guise of the student.

### 2. Assistance in Completing Student Work

**Students are NOT allowed to use written notes, recorded notes, textbooks, the posted articles, another classmate's written answers, etc. when taking an online quiz or in completing the final exam** (note that sources ARE allowed in the completion of the Primary Exam). Therefore, absolutely no technological devices, including, but not limited to I-pods, Blue-tooths, cellular telephones, jump sticks, flash drives, etc. should be used by the student while taking an online quiz, or in the completion of the final exam. Students who are determined to be in direct violation of Missouri State University's academic integrity policies, will automatically receive a 0 (zero) score on that online quiz or the final exam.

**A. Available Points**

Through the following assignments (as discussed previously in this syllabus), the points available for earning by the student in this class are as follows:

<i>Assignment</i>	<i>Quantity</i>	<i>Points Each</i>	<i>Total Points</i>
Cumulative Final Exam	1	300	300
Online Discussion Boards	6	25	150
Online Unit Quizzes	5	50	250
Primary Exam	1	100	100
Project	1	200	200
Total			1000

**B. Grade Calculations**

A total of seven hundred (700) points may be earned throughout the course. (*Blackboard will show that there are 900 points – this is due to the fact that all three topic journals will show up in “My Grades.”*) Points that are earned by the particular student will be divided by seven hundred (700) as a means of calculating a percentage in determining the student’s grade. The percentage-grade scale will be as follows:

Grade*	Lowest Percentage Possible	Estimated Minimum Number of Points to Earn**
A	90%	900
B	80%	800
C	70%	700
D	60%	600
F	59% or below	599 or below

*\*There are no +/- grades for this course.*

*\*\*Grades will be determined by consulting the percentage Microsoft Excel determines. This program is set-up to automatically round the percentage to the nearest 1%.*

**VII. Extra Credit**

**A. Availability of Extra Credit**

There will be TWO extra credit opportunity this semester.

The first extra credit opportunity is in the form of a “Self Introduction” Discussion Board. This discussion board will be made available from the beginning of the course, and will be due on Friday, October 19, 2018 at 5:00 p.m. (central time). As with the other discussion boards of the course, this Extra Credit Discussion Board may be accessed through a link via the “Discussion Board” button of the course menu. The directions will be posted to Blackboard in the regular Discussion Board section. Absolutely no late extra credit assignments will be accepted. This extra credit opportunity is worth up to 25 (twenty-five) points.

The second extra credit opportunity will be attendance at “Opioid 101” in Strong Hall on Friday, December 7, 2018 from 10:00 a.m. – 12:00 p.m. If the student does not live within a one hour drive radius of Springfield, MO, he / she can contact the Instructor for an alternative assignment *no later than Friday, November 30, 2018 - if an alternative is not requested by this date, it will be denied.* Students will be required to attend the entire presentation and submit a 1 page typed reaction essay to the material covered in the session, which relies upon material learned in the course. This essay will be due by 5:00 p.m. (central time) on Monday, December 10, 2018 and worth up to 25 (twenty-five) points.

### B. Requesting Additional Extra Credit and Instructor Assistance

Please do not ask the Instructor for additional extra credit opportunities or other chances at increasing a student grade. If a student is concerned with his or her grade, he/she is strongly encouraged to consult the Instructor about methods that the student can use to increase his or her overall performance in the course. Asking the Instructor for such advice should not be delayed until the last two weeks of the semester as that would be too late for such suggestions to make a difference. Grades will not be “bumped” up per student requests; grades are earned by the student and not “given” by the Instructor.

## VIII. Course Calendar

Week	Dates	Topic	Lecture / Reading	Assessment due by 5:00 p.m. (central time)
1	10/15/2018-10/19/2018	Introductions and Morality, Harm and Crime	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Lectures: “What is Crime?” and “Morality, Harm and Crime”</li> <li>M&amp;G: Chapter 1</li> <li>D&amp;H: Chapter 1</li> <li>Article: “Wicked Pleasures”</li> </ul>	<b>10/19/2018:</b> <ul style="list-style-type: none"> <li>Self-Introduction Discussion Board - Extra credit</li> <li>Primary Exam</li> </ul>
2	10/22/2018 – 10/26/2018	Substance Abuse	<ul style="list-style-type: none"> <li>Lecture: “Drug Use / Abuse”</li> <li>M&amp;G: Chapter 3</li> <li>Articles: “Should Getting High Be Legal?” “The Next Panic” and “Drug Policy”</li> </ul>	<b>10/26/2018:</b> <ul style="list-style-type: none"> <li>Drug Discussion Board</li> <li>Drugs Quiz</li> </ul>
3	10/29/2018 – 11/02/2018	Gambling	<ul style="list-style-type: none"> <li>Lecture: “Gambling”</li> <li>M&amp;G: Chapter 7</li> <li>D&amp;H: Chapter 2</li> <li>Article: “Values and Choices,” “To Gamble or Not to Gamble,” “The Political Economy of Gambling,” and “Casino Gambling and Crime”</li> </ul>	<b>11/02/2018:</b> <ul style="list-style-type: none"> <li>Gambling Discussion Board</li> <li>Gambling Quiz</li> </ul>
4	11/05/2018 – 11/09/2018	Pornography	<ul style="list-style-type: none"> <li>Lecture: “Pornography”</li> <li>M &amp; G: Chapter 6</li> <li>Articles: “The Impact of Pornography” and “Pornography and the 1<sup>st</sup> Amendment”</li> </ul>	<b>11/09/2018:</b> <ul style="list-style-type: none"> <li>Pornography Discussion Board</li> <li>Pornography Quiz</li> </ul>

5	11/12/2018 – 11/16/2018	Prostitution	<ul style="list-style-type: none"> <li>• Lectures: “History of Prostitution” and “Prostitution and Sex Work”</li> <li>• M&amp; G: Chapter 2</li> <li>• Articles: “Prostitution Control in America,” “From Victims to Survivors” and “The Work of Sex Work”</li> </ul>	<b>11/16/2018:</b> <ul style="list-style-type: none"> <li>• Prostitution Discussion Board</li> <li>• Prostitution Quiz</li> </ul>
6	11/19/2018	Semester Project	None	<b>11/19/2018:</b> <ul style="list-style-type: none"> <li>• Semester Project</li> </ul>
7	11/26/2018 – 11/30/2018	Abortion	Lecture: “Medical Issues of Abortion” M&G: Chapter 5 D&H : Chapter 3 Articles: “Introduction to Abortion,” “Radicalization of Abortion,” and “Post-Roe”	<b>11/30/2018:</b> <ul style="list-style-type: none"> <li>• Abortion Discussion Board</li> <li>• Abortion Quiz</li> </ul>
8	12/03/2018 – 12/06/2018	Course Conclusion	<ul style="list-style-type: none"> <li>• M&amp;G: Chapter 8</li> <li>• D&amp;H: Chapter 7</li> </ul>	<b>12/06/2018:</b> <ul style="list-style-type: none"> <li>• Conclusion Discussion Board</li> </ul>
9	12/10/2018	Final Exam	None	<b>12/10/2018:</b> <ul style="list-style-type: none"> <li>• Final Exam</li> <li>• <i>Opioid 101 - Extra Credit</i></li> </ul>

Dombrink, John & Daniel Hillyard. (2007). *Sin No More: From Abortion to Stem Cells, Understanding Crime, Law and Morality in America*. New York City, NY: New York University Press.

*\*Noted as D&H on the course calendar in the “Reading” column.*

Meir, Robert F. & Gilbert Geis. (2007). *Criminal Justice and Moral Issues*. Los Angeles, CA: Roxbury Publishing Company.

*\*Noted as M&G on the course calendar in the “Reading” column.*

*This course calendar may be changed at the discretion of the Instructor. If such changes occur, students will be notified via a posted announcement on Blackboard and an e-mail to the student. It is the student’s responsibility to become aware of such announced changes that may or may not be made during the semester.*