

## **Assignment #1**

Using examples and evidence from the assigned article, discuss how sex and sexuality has been controlled formally (e.g., by laws) and informally (e.g., by socialization) in the United States.

Describe how moral panics play into the social control of sexuality and reflect on how this all affects you and/or those around you and our society in general.

Reflect on the Eitzen & Baca Zin quote from the powerpoint. Drawing on what you have learned from the reading and powerpoint, what do they mean when they say that “Culture is not freedom but rather constraint”? What examples can you use to support this idea?

Identify at least one thing that you learned this week that was particularly interesting, something that you still don't understand, or something you would like to ask your classmates.

## **Assignment #2**

Once you have read the assigned chapters and viewed the powerpoint (including the videos linked in it), watch the ABC 20/20 special entitled "*A Child Is Taken*." Then, in a Word document, reflect on this week's materials by doing the following:

Begin your reflection by describing the myths and realities behind sexual assault and sex offenders (as you read about in Zilney & Zilney). Then, critically think about and discuss the episode of 20/20 that you watched. Was the story a "fair" account of child sexual abuse in the U.S., or was it inflammatory/exaggerated? Did the show provide you with reliable (and properly used) data, or did it offer generalizations or misleading information? How does this show relate to the concept of moral panic, how might it shape public opinion and, finally, how do shows like this one relate to the development of criminal justice policy?

## **Assignment #3**

The increased use of smartphones and social media among teenagers raises significant concerns for the criminal justice system. Some of these issues include the prosecution of juveniles for sexting and child pornography, the use of technology for exposing crime, and the role of technology in the secondary victimization of sexual assault victims. Given all that you have learned about this week, reflect on how the CJS may need to adapt to address these issues. In a Word document, discuss the aspects of each case that you feel deserves our attention (as future criminal justice professionals or social justice advocates) the most.

## **Assignment #4**

First, watch “The Hunting Ground” and type up your reaction to the film in a Word document. You may focus on any aspect of the film you would like, but be sure to pay some attention to what you thought about the possible punishments for rape on campus and the treatment of rape victims by administrators. Then, I want you to reflect on the issue of sexual assault at FSU. Do you think the numbers in the annual reports and daily crime logs are accurate? Why or why not? Is rape something that students discuss around campus? Why or why not? What work do you

think needs to be done on our campus in regards to sexual assault? Do you have anything in particular you want to ask or say to our Title IX coordinator when she visits our class?

### **Assignment #5**

This week you will read two different perspectives on prostitution. Weitzer argues for the decriminalization of prostitution, while Raymond and the U.S. Department of State advocate for the criminalization of sex work. In a Word document, compare and contrast the two perspectives. What are their major assumptions about sex workers and sex work? What evidence do they provide for their claims? What consequences do their ideas have? Then, conclude your discussion by siding with one of the perspectives, providing specific evidence/examples for your position.

### **Assignment #6**

After reading the assigned articles and “surfing” the American Eugenics Archive, compare and contrast the eugenics movements in Virginia and North Carolina. Using specific examples, describe in detail how they were similar and different from each other. Then, discuss how both relate to race, class, gender and social control. Finally, identify at least one thing that you learned this week that was particularly interesting, something that you still don’t understand, or something you would like to ask or discuss with your classmates.

### **Assignment #7**

Now that you have some knowledge about America’s history of eugenics, it is time to think about how the criminal justice system currently controls reproductive rights. This week, your task is to do some “digging” around on the internet. In particular, you should be searching for information about and specific cases of contemporary reproductive restriction. This will definitely take some creative search terms, but topics might include chemical castration for sex offenders, sterilization or forced contraception as part of a sentence, or the sterilization of inmates. Then, create a powerpoint presentation of what you learn. The slides might include facts or data that you uncover, or might be profiles of actual court cases. You should have at least three slides of content, one slide of questions or thoughts that you have, and one slide with links to your sources of information. Make sure you know the content of your slides well, because you might be called on to talk about them in class!

### **Assignment #8**

What do the authors say about the use of the term “queer” to describe this sub-field of critical criminology? In what ways (providing examples from the reading) has queerness been criminalized around the globe? Then, reflect on the assigned film. What are your thoughts on what is happening in Russia? How is it different or similar to the ways that LGBT people are thought about and treated in the United States? Finally, describe the consequences of the criminalization described in both the reading and the film.

## **Assignment #9**

After reading Chapter 3 in *Queer Criminology* and watching “The Brandon Teena Story,” discuss your reaction/thoughts on LGBT issues in policing generally, and the Brandon Teena case in particular (paying close attention to how Brandon was treated by police). What do you think are the biggest factors that contribute to how LGBT officers, victims and offenders experience the CJS, and what do you think needs to be done to improve these experiences?

## **Assignment #10**

Using specific examples from Chapter 4 in *Queer Criminology*, discuss how intersectionality relates to LGBT experiences in legal systems. Why is it important that we, as criminologists, consider intersectionality when we conduct research? Then, choose one of the cases mentioned in the chapter and do a little more research on it – share with me what you learned and what you think about what you learned. Be sure to list the sources of your new information at the end of your essay.

## **Assignment #11**

Begin by describing the FBI’s 2017 Hate Crime data – explain to your reader how many hate crimes were motivated by sexual orientation bias, gender identity bias, and provide statistical details about those two categories. Then, given the assigned reading, explain how Jana Bufkin would explain the causes of these hate crimes in general, Larry King’s murder in particular (use examples from the film), and other hate crimes that we have learned about (e.g., Brandon Teena).

## **Assignment #12**

This assignment is a lot like assignment #7. Now that you have some knowledge about LGBT issues in corrections, it is time to learn about things that may not have been covered by the chapter or to learn even more about what is introduced in the reading. This week, your task is to do some “digging” around on the internet. In particular, you should be searching for information about and specific cases of 8<sup>th</sup> amendment violations or other issues related to LGBT experiences in correctional settings. Once you have done some investigating, create a powerpoint presentation of what you learn. The slides might include facts or data that you uncover, or might be profiles of actual cases involving specific people. You should have at least three slides of content, one slide of questions or thoughts that you have, and one slide with links to your sources of information. Make sure you know the content of your slides well, because you might be called on to talk about them in class!

## **Assignment #13**

Now that we have come to the end of the semester, it is time to reflect on what you have learned. Take a look back at the learning outcomes (see the syllabus) and describe what we have covered and discovered that connects to them. Then, reflect on how what you have learned has changed or validated the ideas you had before taking this class. Finally, discuss what you learned that you are likely to remember most a year from now.