

San José State University
Department of Justice Studies
JS 150 - 01, Crime and Gender
January 2 -18, 2019

Instructor:	Halima Kazem-Stojanovic
Office Location:	Dwight Bentel Hall 215
Telephone:	(408) 772 7595 (only in emergency, email is best way to reach me)
Email:	Halima.Kazem@sjsu.edu
Office Hours:	Phone meetings are available by appointments

MYSJSU Messaging

This is an online class. Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Canvas will be used to facilitate this class including discussion boards and submitting assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and Canvas to learn of any updates.

Course Description

This course is designed to explore the important and under-studied intersection between gender and crime. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. We will investigate the relationship between victimization and offending, and study the details of women in the criminal justice system as offenders or workers (professional as law enforcement officers, court personnel, correctional workers, etc.).

A major focus will be to learn about the major debates and topics within criminology relating to gender and crime. This course will allow us to become familiar with criminological theories (which have been traditionally male oriented) but now we investigate a feminist response and engagement in criminological theorizing of women. In addition to the above ideas we will look at women fear of crime, women limited mobility economically, crime policies that impact the lives of women as victims, offenders, and professionals.

Course Learning Outcomes (CLO)

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

- Understand theoretical explanations surrounding the relationship between gender, crime and justice
- Identify delinquency and offense patterns by gender, including the gender gap in official crime estimates
- Explain the gendered nature of victimization and its impact on day-to-day practices
- Understand The interaction between gender and the various stages of the criminal justice system (e.g., arrest, the courts, incarceration)
- Understand the experiences of women who work as criminal justice practitioners

Required Texts

JS 267-80, Summer

Textbook

Stacy L. Mallicoat. 2019. *Women and Crime: Core Concepts*. Los Angeles: Saga Publications.
ISBN 978-1506399270

Articles, Videos, Audio and Websites

Articles required for this class are listed in the course schedule and can be obtained through Canvas. I will post all articles in pdf form and links for all videos, audio stories and websites.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

4 Critical Response to Readings (Canvas discussion board)

Four critical responses to the readings will be completed during the session (10 points each). Once you have read the assigned reading for the critical response to the reading, think about the information presented and topics that sparked your interest. **You must demonstrate a thorough understanding of the material.** It is abundantly clear when a student has not adequately read and studied the material. Each critical response has an individual prompt. In addition to the individual prompts, please ensure that your initial post be at least 700 words (not including the citation/ source list). Full APA citation is required for sources within text and in a references section at the end of the assignment. Word count at the end of the response is required (before the citation/ source list).

4 Peer Responses

Each student must respond to at least two of their classmates' critical responses on the Canvas discussion board each module (5 points per module). Responses to classmates' critical responses to the readings should be discussion based. Students may respond to aspects of the post that intrigued them, highlight aspects they would like more clarification on, continue the development of a thought/argument, etc. Comments may be based on opinion and do not need to, but may contain, empirical support.

Women's Work Interview Assignment

10 interview transcripts with women in law enforcement will be posted on Canvas. Students are required to read all 10 and write a 7 page (double spaced) paper analyzing the interviews and connecting them with class readings. (double spaced, 12pt Times New Roman font, standard margins, not including works cited).

Final Exam

I will provide 4 prompts for the final exam and you can select 2 that you are interested in. Write a 5 page essay for each prompt, total 10 pages (double spaced 12pt Times New Roman font, standard margins, not including works cited).

Grading Information

The grading scale implemented for this class is as follows:

98.0 – 100%	= A+	78.0 – 79.9%	= C+
93.0 – 97.9%	= A	73.0 – 77.9%	= C
90.0 – 92.9%	= A-	70.0 – 72.9%	= C-
88.0 – 89.9%	= B+	68.0 – 69.9%	= D+
83.0 – 87.9%	= B	63.0 – 67.9%	= D
80.0 – 82.9%	= B-	00.0 – 62.9%	= F

Determination of Grades

Your grade is composed of:

4 Critical Responses to Readings (10pts each)	40 points
4 Peer Weekly Responses (5pts each)	20 points
Interview Assignment	15 points
Research Final Paper	25 points
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Total	100 Points

Classroom Protocol

All assignments must be submitted by the due date via the correct assignment prompt on Canvas. The Turn It In software on Canvas checks for plagiarism.

Late Critical Responses and Peer Responses will not be accepted. Other assignments will be docked 20% off the grade for every 24 hours after the due date. If you have a medical or other kind of emergency, email me right away with proper documentation.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. If student requests and receives instructor's permission to record the course, the recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Requests to record the course should be made in writing via email and student should specify if they are requesting permission for the entire semester or class-by-class. As class participation of students and guests may be on the recording, permission of those students or guests should also be obtained.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and

updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

JS150-01 / Crime and Gender, Winter 2019, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Module	Topic	Topics & Reading
1	Victimization	<p>Chapters to Read in <i>Mallicoat</i> text</p> <p>Chapter 1 Introduction: Women and Crime</p> <p>Chapter 2 Theories of Female Victimization</p> <p>Chapter 3 Women, Gender and Victimization: Rape and Sexual Assault</p> <p>Chapter 4 Women, Gender and Victimization: Intimate Partner Abuse and Stalking</p> <p>Articles to read – on Canvas under class files</p> <p>Burgess-Proctor, A. (2006). Intersections of race, class, gender and crime: Future directions for feminist criminology. <i>Feminist Criminology</i>, 1, 27–47.</p> <p>Clodfelter, T. A., Turner, M. G., Hartman, J. L., & Juhns, J. B. (2010). Sexual harassment victimization during emerging adulthood: A test of routine activities theory and a general theory of crime. <i>Crime & Delinquency</i>, 56, 455–481.</p> <p>Videos to watch</p> <ul style="list-style-type: none"> • Ted Talk: Chimamanda Ngozi Adichie We Should All Be Feminists • Ted Talk: Kimberle Krenshaw The Urgency of Intersectionality • Ted Talks: The Reporting System That Sexual Assault Survivors Want • Ted Talk: Leslie Morgan Steiner Why Domestic Violence Victims Don't Leave • Ted Talk: Jackson Katz Violence Against Women Its a Men's Issue <p>Audio to listen to</p> <p>Becoming MS Burton: After-6-Prison-Terms-a-Former-Inmate-Helps-Other-Women-Rebuild-Their-Lives</p> <p>https://www.npr.org/sections/alltechconsidered/2014/09/15/346149979/smartphones-are-used-to-stalk-control-domestic-abuse-victims</p> <p>Websites to review</p> <p>National Crime Victimization Survey (NCVS)</p> <p>Feminist Criminology Journal (Sage)</p> <p>DUE FRIDAY JANUARY 4 AT 8PM VIA CANVAS DISCUSSION- CRITICAL RESPONSE #1</p> <p>PEER RESPONSES DUE JANUARY 5 AT 12PM VIA CANVAS DISCUSSION</p>

2	Female Offending	<p>Chapters to read in Mallicoat text Chapter 6 Women, Gender and Offending Chapter 7 Girls, Gender and Juvenile Delinquency Chapter 8 Female Offenders and their Crimes</p> <p>Articles Belknap, J., & Holsinger, K. (2006). The gendered nature of risk factors for delinquency. <i>Feminist Criminology</i>, 1, 48–71.</p> <p>Anumba, N., Dematteo, D., & Heilbrun, K. (2012). Social functioning, victimization, and mental health among female offenders. <i>Criminal Justice and Behavior</i>, 39, 1204–1218.</p> <p>Videos/ Films</p> <p>Girls in Gangs Ted Talk: The Laws That Sex Workers Really Want https://www.bing.com/videos/search?q=talks+sex+work&&view=detail&mid=601F18B39C1B2BA67282601F18B39C1B2BA67282&&FORM=VRDGAR</p> <p>Audio</p> <ul style="list-style-type: none"> • Young-Black-Girls-Face-Adultification • Proportion-of-Girls-in-Juvenile-Justice-System-Is-Going-Up-Studies-Find • In-Juvenile-Detention-Girls-Find-Health-System-Geared-to-Boys • In-Tennessee-Giving-Birth-to-a-Drug-Addicted-Baby-Can-Be-a-Crime <p>Websites</p> <p>Female Offenders Bureau of Prisons Sex Workers Education Network</p> <p>DUE MONDAY JANUARY 7 AT 8PM VIA CANVAS DISCUSSION- CRITICAL RESPONSE #2</p> <p>PEER RESPONSES DUE TUESDAY JANUARY 8 AT 12PM</p>
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3	Women in the CJ System	<p>Chapters Chapter 9 Processing and Sentencing of Female Offenders Chapter 10 The Supervision of Women Chapter 11 Women, Gender and Incarceration</p> <p>Articles</p> <p>Jones, S. (2008). Partners in crime: A study of the relationship between female offenders and their co-defendants. <i>Criminology and Criminal Justice</i>, 8, 147–164. DOI:10.1177/17488958080888992</p> <p>Brown, M., & Bloom, B. (2009). Reentry and renegotiating motherhood: Maternal identity and success on parole. <i>Crime & Delinquency</i>, 55, 313–336. DOI:10.1177/0011128708330627</p> <p>Salisbury, E. J., Van Voorhis, P., & Spiropoulos, G. V. (2009). The predictive validity of a gender-responsive needs assessment: An exploratory study. <i>Crime & Delinquency</i>, 55, 550–585. DOI:10.1177/0011128707308102</p> <p>Videos/Films Stephanie Covington on Women and Rehabilitation and Trauma Informed Responses</p> <p>Pregnant-and-Incarcerated New York City’s Prison Nurseries</p> <p>Americas-Women-Behind-Bars</p> <p>Audio</p> <p>Websites</p> <ul style="list-style-type: none"> • Sentencing Policy: The Sentencing Project • Victim Services Sentencing: Example of California Department of Corrections and Rehabilitation • Women's Prison Association <p>DUE THURSDAY JANUARY 10 AT 8PM VIA CANVAS DISCUSSION- CRITICAL RESPONSE #3</p> <p>PEER RESPONSES DUE FRIDAY JANUARY 11 AT 12PM</p> <p>FIND WOMAN WHO WORKS IN LAW ENFORCEMENT TO INTERVIEW</p>
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4	Working in the CJ System	<p>Chapters</p> <p>Chapter 12 Women and Work in the Criminal Justice System: Police Corrections, and Offender Services</p> <p>Chapter 13 Women and Work in the Criminal Justice System: Courts and Victim Services</p> <p>Articles</p> <p>Annison, J. (2009). Portrayals of women probation officers and women offenders. <i>Probation Journal</i>, 56, 435–460. DOI:10.1177/0264550509346192</p> <p>Hassell, K. D., & Brandl, S. G. (2009). An examination of the workplace experiences of police patrol officers: The role of race, sex, and sexual orientation. <i>Police Quarterly</i>, 12, 408–430. DOI:10.1177/1098611109348473</p> <p>Clemans, S. E. (2004). Life changing: The experience of rape-crisis work. <i>Affilia</i>, 19, 146–159.</p> <p>Videos/ Films</p> <p>New York Times: Dangers for Female Prison Guards</p> <p>Breaking the Brass Ceiling in New York City</p> <p>New York Times Video: Twelve Years Later, Checking in With Five Female Lawyers</p> <p>Audio</p> <p>To Defuse Police Violence Hire More Women Officers</p> <p>Ruth-Bader-Ginsburg-and-Sandra-Day-Oconnor: Sisters-in-Law</p> <p>Websites</p> <p>Police One Women: Clearinghouse of News Articles on Women and Policing</p> <ul style="list-style-type: none"> • National Association of Women Judges • National Association of Women Lawyers <p>DUE SUNDAY JANUARY 13 AT 8PM VIA CANVAS DISCUSSION- CRITICAL RESPONSE #4</p> <p>PEER RESPONSES DUE MONDAY JANUARY 14 AT 12PM</p> <p>INTERVIEW ASSIGNMENT DUE TUESDAY JANUARY 15 AT 8PM</p>

5	International	<p>Chapters to Read in <i>Mallicoat</i> text Chapter 5 International Issues in the Victimization of Women</p> <p>Articles</p> <p>Acharya, A. K. (2008). Sexual violence and proximate risks: A study on trafficked women in mexico city. <i>Gender Technology and Development</i>, 12, 77–99. DOI:10.1177/097185240701200106</p> <p>Gill, A. (2009). Honor killings and the quest for justice in black and minority ethnic communities in the United Kingdom. <i>Criminal Justice Policy Review</i>, 20, 475–494. DOI:10.1177/08874034082329604</p> <p>Videos</p> <p>Ted Talks: The Fight Against Sex Slavery</p> <p>Sisters in Law – Amazon Video https://www.amazon.com/Sisters-Law-Kim-Longinotto/dp/B018UYHOBK/ref=sr_1_2?ie=UTF8&qid=1546416112&sr=8-2&keywords=sisters+in+law</p> <p>Audio</p> <p>Attempts to Address Rape in Congo Produced Unintended Consequences</p> <p>Websites</p> <ul style="list-style-type: none"> • Polaris Project Programs for Modern Day Slavery <p>U.S. Department of State 2017 Trafficking in Persons Report</p> <p>FINAL EXAM ESSAY QUESTIONS WILL BE AVAILABLE ON CANVAS ON WEDNESDAY JANUARY 16 AT 8AM AND WILL BE DUE FRIDAY JANUARY 18 AT 8PM.</p>

