

**San José State University Department
of Justice Studies
JS 267-80, Crime and Gender Around the World
June 3 to July 5**

Instructor: Roni Abusaad
Email: Please send communications via Canvas. (For back-up, you can reach me at Roni.Abusaad@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 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 at <http://my.sjsu.edu> and Canvas to learn of any updates.

Course Description

This graduate 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) and to investigate a feminist response and engagement in criminological theorizing of women. In addition to the above ideas, we will look at how women are impacted by the fear of crime and limited economic mobility, as well as explore a range of crime policies that affect 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

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

3 Critical Response to Readings (Canvas discussion board)

Three critical responses to the readings will be completed during the session. 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 a prompt that you can see at the top of the discussion thread in Canvas. Please ensure that your initial post is at least 500 words (not including citations).

3 Peer Weekly Responses

Each student must respond to at least two of their classmates' critical responses on the Canvas discussion board. Responses to classmates' critical responses to the readings should be discussion based and at least 100 words. 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.

Critical Response assignment posts are due on Sundays at 8 pm and the 2 responses to classmates' posts are due the following Wednesday at 8 pm. After the discussion board closes, no additional posts will be accepted.

Women’s Work Interview Assignment

For this assignment, you will conduct an informal interview with a woman who works in the criminal justice system or in a very closely related field (i.e. she works with criminal offenders or victims in some capacity). You should anticipate the interview to last 45 minutes to an hour and it is important to stress to this person that the information gathered will only be used for a class assignment – this is not research. Your goal is to get a sense from this person of (a) what their agency does, (b) what role they serve in that agency, and (c) how gender influences the work. To get at this last point, you could ask questions along the lines of “As a woman, what kind of advice would you give to women who aspire to your career? How about for men?” or “How does gender influence your work?” You can discuss gender as it relates to the gender of the offenders or victims and as it relates to the worker and her colleagues.

In advance of the interview, draft your questions. During the interview, take notes on the responses from your interview subject. For the assignment, you will turn in a single document that includes:

- The organization and title of the individual you interviewed
- Your questions
- The interview notes with your subject’s responses.

This will be uploaded to Canvas on a dedicated discussion board. This document should be 600 - 1,000 words. You will also need to read a classmate’s interview and post a response of at least 100 words, much like the peer responses.

Research Abstract & Bibliography

For this assignment, you will submit a one page (single spaced 12pt font) abstract, including a preliminary bibliography of at least six sources. The abstract should include your key research questions regarding any topic relating to gender and crime. I will work with you to finalize the topic of the paper.

Research Paper

The final research paper should be a minimum of 2,000 words and is due Friday, July 5th. I will post detailed instructions and a rubric for the paper on the Canvas prompt. This assignment will be due via Canvas Turn It In.

Grading Information

The grading scale implemented for this class is as follows:

98.0 – 100%	= A+	78.0 – 79.9%	= C+
93.0 – 97.9.9%	= 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:

3 Critical Responses to Readings (25%), plus Peer Responses (10%)	35%
Interview	15%
Research Abstract & Bibliography	10%
Research Final Paper	40%

The Interview assignment, Research Abstract, and the Final Research Paper assignments must be submitted by the due date via the correct assignment prompt on Canvas.

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](#) 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>.

JS267-80 / Crime and Gender Around the World, Summer 2018, Course Schedule

This schedule is subject to change with fair notice. Please check the syllabus in Canvas regularly and all emails from the instructor.

Course Schedule

<i>Week</i>	<i>Topics & Reading</i>	<i>Assignments Due</i>
1	<p>Victimization</p> <p>Chapters to Read in <i>Mallicoat</i> text</p> <ul style="list-style-type: none"> ● Chapter 1 Introduction: Women and Crime ● Chapter 2 Theories of Female Victimization ● Chapter 3 Women, Gender and Victimization: Rape and Sexual Assault ● Chapter 4 Women, Gender and Victimization: Intimate Partner Abuse and Stalking <p>Articles to read – on Canvas under class files</p> <ul style="list-style-type: none"> ● Burgess-Proctor, A. (2006). Intersections of race, class, gender and crime: Future directions for feminist criminology. <i>Feminist Criminology</i>, 1, 27–47. ● 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. ● Boonzaier, F. (2008). ‘If the man says you must sit, then you must sit’: The relational construction of woman abuse: Gender, subjectivity and violence. <i>Feminism and Psychology</i>, 18, 183–206. DOI:10.1177/0959353507088266 <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 It’s a Men’s Issue <p>Audio to listen to</p>	<p>Critical Response #1 - Due Sunday, June 9 at 11:59 p.m.</p> <p>Peer Response #1 - Due Weds. June 12 at 11:59 p.m.</p>

	<ul style="list-style-type: none"> ● Becoming MS Burton: After-6-Prison-Terms-a-Former-Inmate-Helps-Other-Women-Rebuild-Their-Lives ● https://www.npr.org/sections/alltechconsidered/2014/09/15/346149979/smartphones-are-used-to-stalk-control-domestic-abuse-victims <p>Websites to review</p> <ul style="list-style-type: none"> ● National Crime Victimization Survey (NCVS) ● Feminist Criminology Journal (Sage) 	
2	<h2>International Issues</h2> <p>Chapters to Read in <i>Mallicoat</i> text</p> <ul style="list-style-type: none"> ● Chapter 5 International Issues in the Victimization of Women <p>Articles</p> <ul style="list-style-type: none"> ● 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 ● Hodge, D. R., & Lietz, C. A. (2007). The international sexual trafficking of women and children: A review of the literature. <i>Affilia: Journal of Women and Social Work</i>, 22, 163–174. DOI:10.1177/0886109907299055 ● 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 ● FEMALE GENITAL MUTILATION/CUTTING: A GLOBAL CONCERN ● Eliminating Female genital mutilation: An interagency statement ● Why Some Women Choose to Get Circumcised <ul style="list-style-type: none"> ○ Responses to the article <p>Videos</p> <ul style="list-style-type: none"> ● Ted Talks: The Fight Against Sex Slavery ● Senorita Extraviada: https://sjsu.kanopy.com/video/senorita-extraviada-missing-young-women ● Dishonorable Killings: https://sjsu.kanopy.com/video/dishonorable-killings <p>Audio</p>	<p>Critical Response #2 - Due Sunday, June 16 at 11:59 p.m.</p> <p>Peer Response #2 - Due Weds. June 19 at 11:59 p.m.</p>

	<ul style="list-style-type: none"> ● Attempts to Address Rape in Congo Produced Unintended Consequences <p>Websites</p> <ul style="list-style-type: none"> ● Polaris Project Programs for Modern Day Slavery ● U.S. Department of State 2017 Trafficking in Persons Report 	
3	<p>Female Offending</p> <p>Chapters</p> <ul style="list-style-type: none"> ● Chapter 6 Women, Gender and Offending ● Chapter 7 Girls, Gender and Juvenile Delinquency ● Chapter 8 Female Offenders and their Crimes <p>Articles</p> <ul style="list-style-type: none"> ● Belknap, J., & Holsinger, K. (2006). The gendered nature of risk factors for delinquency. <i>Feminist Criminology</i>, 1, 48–71. ● 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:10.1177/1748895808088992 <p>Videos/ Films</p> <ul style="list-style-type: none"> ● Girls in Gangs (17 min) ● Ted Talk: The Laws That Sex Workers Really Want (18 min) <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-Gearred-to-Boys ● In-Tennessee-Giving-Birth-to-a-Drug-Addicted-Baby-Can-Be-a-Crime <p>Websites</p> <ul style="list-style-type: none"> ● Female Offenders Bureau of Prisons ● Sex Workers Education Network 	<p>Critical Response #3 - Due Sunday, June 23 at 11:59 p.m.</p> <p>Peer Response #3 - Due Weds. June 26 at 11:59 p.m.</p> <p>Research abstract and bibliography - Due Sunday, June 23 at 11:59 p.m.</p>
4	<p>Women Working in the Criminal Justice System</p>	<p>Interview write-up - Due Sunday, June 30</p>

	<p>Chapters</p> <ul style="list-style-type: none"> ● Chapter 12 Women and Work in the Criminal Justice System: Police Corrections, and Offender Services ● Chapter 13 Women and Work in the Criminal Justice System: Courts and Victim Services <p>Articles</p> <ul style="list-style-type: none"> ● 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 ● Clemans, S. E. (2004). Life changing: The experience of rape-crisis work. <i>Affilia</i>, 19, 146–159. <p>Videos/ Films</p> <ul style="list-style-type: none"> ● New York Times: Dangers for Female Prison Guards (12 min) ● Breaking the Brass Ceiling in New York City (6 min) ● New York Times Video: Twelve Years Later, Checking in With Five Female Lawyers (7 min) <p>Audio</p> <ul style="list-style-type: none"> ● To Defuse Police Violence Hire More Women Officers (1 hour) ● Ruth-Bader-Ginsburg-and-Sandra-Day-Oconnor: Sisters-in-Law <p>Websites</p> <ul style="list-style-type: none"> ● Police One Women: Clearinghouse of News Articles on Women and Policing ● National Association of Women Judges ● National Association of Women Lawyers 	<p>Response to peer interviews - Due Wednesday, July 3</p>
5	<p>Women in the Criminal Justice System</p> <p>Chapters</p> <ul style="list-style-type: none"> ● Chapter 9 Processing and Sentencing of Female Offenders ● Chapter 10 The Supervision of Women ● Chapter 11 Women, Gender and Incarceration <p>Articles</p> <ul style="list-style-type: none"> ● Brown, M., & Bloom, B. (2009). Reentry and renegotiating motherhood: Maternal identity and 	<p>Research paper - Due Friday, July 5</p>

[success on parole](#). *Crime & Delinquency*, 55, 313–336.

DOI:10.1177/0011128708330627

- Salisbury, E. J., Van Voorhis, P., & Spiropoulos, G. V. (2009). [The predictive validity of a gender-responsive needs assessment: An exploratory study](#). *Crime & Delinquency*, 55, 550–585.

DOI:10.1177/0011128707308102

Videos/Films

- [Stephanie Covington on Women and Rehabilitation and Trauma Informed Responses](#) (7 min)
- [Pregnant-and-Incarcerated New York City’s Prison Nurseries](#) (9 min)
- [Americas-Women-Behind-Bars](#) (8 min)

Websites

- [Sentencing Policy: The Sentencing Project](#)
- [Victim Services Sentencing: Example of California Department of Corrections and Rehabilitation](#)
- [Women's Prison Association](#)