

SAN JOSÉ STATE UNIVERSITY
Justice Studies 150
Gender and Crime (online)—Winter 2020

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Location: Washington, D.C.
Office Hours: by email

Course Description

This course focuses on why women engage in criminal behavior, what types of crimes they commit and their roles in these events, as well as their experiences in the criminal justice system. Students will also learn about women as victims of violence and the policies which impact women's arrest and imprisonment.

Course Learning Objectives (CLO) are as follows:

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

CLO 1. Discuss how policy initiatives impact rates of females' crime and punishment

CLO 2. Know what it means to be "gender-responsive" in the criminal justice system

CLO 3. Describe the role of victimization in women's lives

CLO 4. Apply criminological theories to women as victims and as offenders

Required Materials

Mallicoat, S.L. (2019). *Women, gender and crime: Core Concepts* (1st edition). Thousand Oaks, CA: Sage Publications.

Internet access to Canvas learning management system as well as Microsoft Office products, specifically Word and PowerPoint

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU. Course materials can be found on the Canvas website.

Library Liaison

Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Format

As an accelerated winter course, this course is heavy on required daily reading material. Each week will cover multiple chapters so it is important to stay on top of the work; it is expected you take notes throughout the reading, so you can absorb the material and use your notes during the exams. Please check the Course Schedule and plan your time accordingly.

I have designed a calendar guideline for you (see last page of syllabus), which provides my suggestions regarding the coursework you should complete each day. It is not required to follow this calendar, but it will help you succeed in this course 😊

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on online discussion boards, multiple-choice exams, and end with a written final exam. Readings and assignments can be found in the syllabus, as well as the Modules tab on Canvas. Late assignments will not be accepted.

Students are expected to log onto Canvas daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

Detailed Introduction Post

This assignment is meant for the class and the instructor, to get acquainted with you. In approximately one page, please tell us (1) your name and where you are from, (2) your major and why you chose to take this class, (3) how familiar you are with the topic of Gender and Crime, (4) how important you think it is to understand the role women play in our criminal justice system, and (5) a fun fact about yourself. This assignment will be due before the end of the first module of class (see Course Schedule).

Discussion Boards

You are to provide thoughtful and original discussions based on the readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. In each discussion board post, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to **one** other student's original posts, as well as any questions I may ask regarding their post before the close of the topic. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

Please keep in mind that if you do not see a follow-up post by me on your thread, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an “A”) will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an “A” is defined as “exceptional quality work.”

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, “The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies” (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. “As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts” (Peak, 2016, p. 7). I don’t believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a “process,” I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as “entities of two or more people who cooperate to achieve an objective” (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas

(objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization's objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn't describe clearly in his description is the concept of filtering. Some criminals won't advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak's (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). *The criminal justice process*. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). *Relationships among police, court, and correctional agencies*. (30-37).

Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8th edition. Hoboken, New Jersey: Pearson.

Response to another student's post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have to had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8th edition. Hoboken, New Jersey: Pearson.

Exams

There are 4 Exams in this course that cover reading and discussion material. Each exam will be taken through the online Canvas system. Each exam consists of 25 multiple-choice questions. Exams will open at the beginning of the new Module and are due by the close of the Module (See Course Schedule); it is suggested you begin your exam no later than 11:00pm on the day of the exam due date in order to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a period of **35 minutes**. Once 35 minutes is up, or you have reached the close of the Module, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available after the due date has passed. It is

recommended that you take notes on all of the readings ahead of time; there will not be time to search all the chapters for answers. No make-up exams are allowed.

Written Final Exam

In this course you will complete a written final exam. More details will be provided on Canvas. See Course Schedule below.

Grading Rubric for Written Assignments

“A” An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (single spaced, page limit, etc.) is correct.

“B” A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (single spaced, page limit, etc.) is mostly correct.

“C” A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with

little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F” A “D/F” assignment lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

Grading

Your grade in the class will be based on the following:

Introduction Post	10 points
Discussion Boards (4 posts)	40 points (10 each)
Exams on Canvas	100 points (25 each)
Written Final Exam	50 points
Total	200 points

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 63 to 67.9%
F = 0-62.9%		

Justice Studies Department 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.

*Please note this course follows University Policies in regards to general expectations, dropping/adding, academic integrity, the American Disabilities Act, and more.

Course Schedule

***The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.**

Date	Topic	Assignments and Due Dates
Module 1: 1/2 - 1/5	<p style="text-align: center;">Introduction</p> <p style="text-align: center;">Women and Crime: Introduction Theories of Victimization</p>	<ul style="list-style-type: none"> • Read Chapters 1-2 • Ted Talk: The urgency of intersectionality • Introduction Post • Discussion Board #1 • Exam 1 due Sunday
Module 2: 1/6 – 1/8	<p style="text-align: center;">Victimization of Women</p> <p style="text-align: center;">Women and Victimization: Rape and Sexual Assault Women and Victimization: Intimate Partner Abuse International Issues in the Victimization of Women</p>	<ul style="list-style-type: none"> • Read Chapters 3-5 • Ted Talk: Why domestic violence victims don't leave • YouTube: 2018 Trafficking in Persons Report • Discussion Board #2 • Exam 2 due Wednesday
Module 3: 1/9 – 1/12	<p style="text-align: center;">Female Offending</p> <p style="text-align: center;">Women, Gender, and Offending Girls and Juvenile Delinquency Female Offenders and Their Crime</p>	<ul style="list-style-type: none"> • Read Chapters 6-8 • YouTube: Girls in Gangs • YouTube: Women who kill • Discussion Board #3 • Exam 3 due Sunday
Module 4: 1/13 – 1/15	<p style="text-align: center;">Women in Custody</p> <p style="text-align: center;">Processing and Sentencing of Female Offenders The Supervision of Women The Incarceration of Women</p>	<ul style="list-style-type: none"> • Read Chapters 9-11 • Explore: The sentencing project issues on women • YouTube: A nation of women behind bars • Discussion Board #4 • Exam 4 due Wednesday

<p>Module 5: 1/16 – 1/17</p>	<p>Women Employed in the Field of CJUS Women Professionals and the CJUS System</p> <p>Written Final Exam</p>	<ul style="list-style-type: none">• Read Chapters 12-13 <p>Final Exam due FRIDAY 1/17</p>
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JAN 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
				<input type="checkbox"/> Intro Post	<input type="checkbox"/> Ch. 1 <input type="checkbox"/> TedTalk	<input type="checkbox"/> Ch. 2 <input type="checkbox"/> DB #1
	5	6	7	8	9	10
<input type="checkbox"/> DB #1 follow-up <input type="checkbox"/> Exam #1	<input type="checkbox"/> Ch. 3 <input type="checkbox"/> Ch. 4 <input type="checkbox"/> TedTalk	<input type="checkbox"/> Ch. 5 <input type="checkbox"/> YouTube <input type="checkbox"/> DB #2	<input type="checkbox"/> DB #2 follow-up <input type="checkbox"/> Exam #2	<input type="checkbox"/> Ch. 6	<input type="checkbox"/> Ch. 7 <input type="checkbox"/> YouTube: Gangs	<input type="checkbox"/> Ch. 8 <input type="checkbox"/> YouTube: Killers <input type="checkbox"/> DB #3
12	13	14	15	16	17	18
<input type="checkbox"/> DB #3 follow-up <input type="checkbox"/> Exam #3	<input type="checkbox"/> Ch. 9 <input type="checkbox"/> Explore <input type="checkbox"/> Ch. 10	<input type="checkbox"/> Ch. 11 <input type="checkbox"/> YouTube <input type="checkbox"/> DB #4	<input type="checkbox"/> DB #4 follow-up <input type="checkbox"/> Exam #4	<input type="checkbox"/> Ch. 12 <input type="checkbox"/> Ch. 13 <input type="checkbox"/> YouTube	<input type="checkbox"/> Final Exam	
19	20	21	22	23	24	25
26	27	28	29	30	31	