

San José State University
Social Sciences/Justice Studies
JS 150, Gender and Crime, Section 01 Winter 2022

Course and Contact Information

Instructor:	Allison Martin, Ph.D.
Office Location:	Off campus
Email:	allison.martin@sjsu.edu
Office Hours:	All emails will be answered within 24 hours
Class Days/Time:	Asynchronous online
Prerequisites:	Pre/Co-requisite: Any 100W

Course Description

Analysis of gender and its influence upon criminal participation and victimization, treatment in the criminal justice system, and those working in the criminal justice fields. Emphasis on women's experiences.

Course Format

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. The course will use Canvas Learning Management System; the use of the internet and Microsoft Office products is a requirement for this course.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

Justice Studies Department began as the "Police School" in 1930, offering the first complete college education program for future police officers as an academic program in a regular academic curriculum, otherwise known as a "college major;" this was the first major in the field called Criminal Justice. Through time, scholars found that criminal justice and social justice are intricately intertwined.

This degree program is housed in the College of Social Sciences. More information is available at www.sjsu.edu/justicestudies/

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will 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

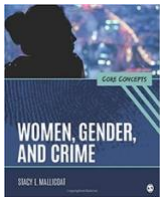
CLO 3. Describe the role of victimization in women’s lives

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

Required Texts/Readings

Textbook

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



ISBN-13: 978-1506399270

ISBN-10: 1506399274

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Other technology requirements / equipment / material

Internet connection and Microsoft Office access is required for this course, specifically Word and PowerPoint.

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

Course Requirements and Assignments

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 😊

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 weekly 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 week 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 Information




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

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

Please see the sample rubric below for discussion boards (note that the point scale may differ for this course):

Grading 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 (spacing, page limit, etc.) is correct.

Discussion Board Rubric				  
You've already rated students with this rubric. Any major changes could affect their assessment results.				
Criteria	Ratings			Pts
Quality of Original Post	4.0 to >3.0 pts Partial/Full Credit The student understands significant ideas relevant to the issue under discussion. The student elaborates statements with accurate explanations, reasons, and supported reading material.	3.0 to >1.0 pts Partial Credit Ideas are reasonably clear, but some guesses as to what the student meant need to be made. Some vocabulary and concepts are used correctly and some are not. Support with reading material is lacking.	1.0 to >0 pts Partial/No Credit The student uses foundational knowledge or terminology incorrectly. Ideas are extremely limited or hard to understand. Or, post is not completed.	4.0 pts
APA format	1.0 pts Full Credit In-text citations and references follow APA guidelines	0.0 pts No Marks In-text citations and references do not follow APA guidelines.		1.0 pts
Responses to Others' Original Posts	3.0 pts Full Credit The student responds to two other students' original posts. He or she initiates the dialogue with thoughtful and reflective comments and questions. The interactions is appropriate and he or she acknowledges the statements of others in a way that builds a consecutive interchange between participants. Reading material is used to support and/or refute arguments.	2.0 pts Partial Credit The student responds to two other students' original posts, but contributes little new knowledge or ideas, or arguments are not supported with reading material. Or, the student responds to only one other students' original post.	0.0 pts No Credit The student does not respond to other students' original posts, or responses are lacking consist of a lack of detail and thoughtfulness (e.g., "I agree").	3.0 pts
Response to Follow-up Question and Comments from Other Students	2.0 to >1.0 pts Partial/Full Credit Student replies to the follow-up question asked by the instructor with accurate explanations and supported reading material. The student responds to those who commented on their posts with thoughtful discussion.	1.0 to >0 pts Partial/No Credit The students does not reply to the follow-up question posed by the instructor or the response is lacking detail and supported reading material. The students does not respond to those who commented on his or her post.		2.0 pts
				Total Points: 10.0

“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 (spacing, 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.

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%		

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

“Classroom” Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students’ backgrounds and personal opinions.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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.

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*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.

Course Schedule

Date	Topic	Assignments and Due Dates
Module 1: 1/3 – 1/6	Introduction Women and Crime: Introduction Theories of Victimization	<ul style="list-style-type: none"> • Read Chapters 1-2 • Ted Talk: The urgency of intersectionality • Introduction Post • Discussion Board #1 • Exam #1
Module 2: 1/7 – 1/10	Victimization of Women Women and Victimization: Rape and Sexual Assault Women and Victimization: Intimate Partner Abuse International Issues in the Victimization of Women	<ul style="list-style-type: none"> • Read Chapters 3-5 • Ted Talk: Why domestic violence victims don't leave • 2021 Trafficking in Persons Report • Discussion Board #2 • Exam #2
Module 3: 1/11 – 1/14	Female Offending Women, Gender, and Offending Girls and Juvenile Delinquency Female Offenders and Their Crime	<ul style="list-style-type: none"> • Read Chapters 6-8 • YouTube: Girls in Gangs • YouTube: Women who kill • Discussion Board #3 • Exam #3
Module 4: 1/15 – 1/18	Women in Custody Processing and Sentencing of Female Offenders The Supervision of Women The Incarceration of Women	<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
Module 5: 1/19 – 1/21	Women Employed in the Field of CJUS Women Professionals and the CJUS System Written Final Exam	<ul style="list-style-type: none"> • Read Chapters 12-13 • YouTube: Women in CJ Final Exam due FRIDAY 1/21

JAN 2022

SUN

MON

TUE

WED

THU

FRI

SAT

01

02

03

04

05

06

07

08

Intro
Post

Ch. 1
 TedTalk

Ch. 2
 DB#1

DB#1
follow-up
 EXAM #1

Ch. 3

Ch. 4
 TedTalk

09

10

11

12

13

14

15

Ch. 5
 YouTube
 DB#2

DB#2
follow-up
 EXAM #2

Ch. 6

Ch. 7
 YouTube

Ch. 8
 YouTube
 DB#3

DB#3
follow-up
 EXAM #3

Ch. 9
 Explore
 Ch. 10

16

17

18

19

20

21

22

Ch. 11
 YouTube
 DB#4

MLK Day

DB#4
follow-up
 EXAM #4

Ch. 12

Ch. 13
 YouTube

FINAL
EXAM

23

24

25

26

27

28

29

30

31

