Course Title: Gender and Crime  (JUST 335)

Course Location: [Weblecture]  Course Session: [Summer 2015]

Instructor Name & Contact Information:

J. Robert Duke, Assistant Professor
Office located at 501E Gruening
Office Hours: By Appointment
Online: available Wed. 7:00 to 9:00 p.m. (Alaska Time Zone)
Office Phone: 474-6501
jrduke@alaska.edu

Note: Offered via Summer Sessions. Is this course UAA compatible? YES, Contact instructor for override of any UAF registration restrictions.

Course Title: JUST 335: Gender and Crime  (Writing Intensive)

Catalog Course Description:
This course is an exploration of gender and crime including the extent of female crime, victimization, masculinity and violence, and women professionals in the justice system.

After being virtually excluded from theories of crime and justice for well over two centuries, women and girls are now receiving increasing attention. Instead of merely “adding women and stir (sic)”, gender has become an important focus in the study of criminology. But approximately 40 years after the start of the “second wave” of feminism, what have we learned? Why do more males than females commit crime? Do females currently have more access to traditionally male occupations in criminal justice? How do women in policing or corrections experience their jobs? These and other questions are the focus of this class. We will uncover and explore the world of gender as it affects the criminal justice system.

Prerequisites: Just 110; ENGL F111x, ENGL 211x, or ENGL 213x or permission of the instructor, Junior standing recommended.

Revised: 2-3-15
Restrictions: None

Essential Equipment and Facilities

A. Students must have the ability to access both the UAF website and the Blackboard portal to their class site. During the first class meeting, each student must demonstrate an ability to log on and access these and other key locations indicated by the professor. For those students accessing the web from home, it is recommended that either Windows Explorer or Mozilla Fire Fox be used as their internet browser. Both are available as free downloads.

B. Class specific requirements: None

Required Texts:
The Invisible Woman: Gender, Crime, and Justice
By: Belknap

Recommended Text:
Description: In a Different Voice
ISBN: 978-0674445444; 0674445449

Course Learning Objectives:
By the end of the course, the student should be able to . . .
1. Explore the theories addressing female criminality;
2. Explore the differences between theories explaining female offending and male offending;
3. Highlight the contribution of women to policing, the legal system, and corrections;
4. Enable students to enhance their knowledge of gender and its impacts on the criminal justice system;
5. Enhance critical thinking skills concerning the issues of gender and crime

Major Study Units:
- Gender Awareness in Criminology
- Critiquing Criminological Theories
- The Frequency and Nature of Female Offenders
- Processing Women and Girls in the System
- Incarcerating, Punishing, and "Treating" Offending Women and Girls
- Female Victims of Male Violence: the image of the female victim
- Sexual Victimization
- Intimate Partner Abuse and Stalking
- Women Working in the Criminal Legal System:
  - Prisons and Jails
  - Policing and Law Enforcement
Revised: 2-3-15
Courts

• Effecting Change

Method of Instruction:
Lectures, group discussion, question/answer, field trips to selected sites, guests from the criminal justice field, combined with blended instructional strategies, which include:

Online discussions (en lieu of concept papers), quizzes, supplemental readings and videos will make up the bulk of the online portion of the class. Depending on the subject, additional resource materials may also be made available.

Student Performance Requirements:

Since this course is considered a Writing Intensive Course, you will be expected to complete several writing assignments. Some of these will involve Blackboard and others will involve more formal assignments.

1. Read the syllabus. Review the Course-at-a-Glance Chart under the getting started tab in Black Board.

2. Each Week Review the Week-at-a-Glance Chart. This is your one stop location to see what readings and assignments are due for that week.

3. Read the assigned textbook portions carefully. This will be necessary for completing your work successfully.

4. View/Participate in the Lecture with Threaded Discussions in the BlackBoard Discussion Board Area (240 points). Instructor lecture via Black Board Collaborate and Face-to-face (recorded for those who cannot call in for the synchronous session). This is also the portion of the class where you and your classmates discuss the readings and the big question(s) for the week. Your professor monitors your discussions and gives input as necessary to ensure that the big questions are understood. Each week, you will participate in one or more threaded discussions on Black Board. You are required to post an answer to the question by the Thursday of a given week. Your submission must be 150 to 200 words and include at least one reference. In addition, in order to create a lively discussion, you are required to reply to two different classmates with a reply that is 100 to 200 words long. Full instructions and grading criteria are in the “Discussion Rubric” in the Syllabus area of the Black Board website.

5. Scoop.it Blog: I curate an online magazine that tracks all of the weekly news stories and academic research related to Gender and Crime. This introduces you to current events and the most up-to-date theories in this field. In order to claim these points, you review the blog weekly and make three comments (on 3 separate articles or news stories) that shows you read the article and can apply what you learned in the course.

Revised: 2-3-15
6. **Complete Writing-related projects.** Your main assignments ask you to apply your writing skills to this criminal justice topic. You usually have one week to work on each project, due by the next class meeting. Detailed instructions for each project will appear on Blackboard before the assignment is due (See the Week-at-a-Glance chart for each week). **All assignments must be submitted in Blackboard.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Paper (I.D. a thesis/problem statement for your research paper)</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper : Introduction</td>
<td>50</td>
</tr>
<tr>
<td>Discussion Boards (20 points per Question) weeks</td>
<td>240</td>
</tr>
<tr>
<td>Annotated Bibliography for long paper</td>
<td>60</td>
</tr>
<tr>
<td>Literature Review/Argument of Discovery</td>
<td>100</td>
</tr>
<tr>
<td>Argument of Advocacy with final draft of paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Scoop it Blog (20 points each Segment):</strong></td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
</tbody>
</table>

7. **Research Paper (200 points):**

The term paper for this course is to prepare a review of a topic related to this course. **By the time that you must write the proposal, you will already have written portions of this paper because your weekly written assignments are parts of it.** Each weekly assignment contributes a portion of your paper. The description of the full proposal can be found in Black Board under the "Getting Started" Tab. The description of each weekly written assignment can be found in the course schedule for that week in the Week-at-a-Glance Chart. The topic for the research paper will be selected by the student, and approved by the instructor no later than the second week of class. The paper will typically not exceed 12-15 pages (typed and double-spaced, not including Title Page, Abstract, or references). You will include an introduction, a literature review, an evaluation and conclusion section, and a list of references. You will adhere to the standards of academic integrity included in this syllabus. An “A” paper, for which all points are awarded is one that is truly excellent, that has no missing or inadequate information, has been edited and proofed for typos, and demonstrates going above and beyond the assignment, and evidencing a high level of comprehension (a grading rubric is included on Black Board). Late Research Proposal Papers will be assessed at zero points. See the description attached to this syllabus below.

8. **Exam (200 points):**

Take a final exam. The exam will be Essay format.

**Grading Method:**

900-1000 pts. = A  
800-899 pts. = B  
Revised: 2-3-15
700-799 pts. = C  
550-699 pts. = D  
<549 pts. = F

**Attendance:**  
Students must log in and complete the discussion boards in the week assigned. This course runs for seven weeks and it is easy to fall behind if one is not diligent with the weekly assigned work. Access to assignments will close 24 hours after the assignment is due. Since this is a summer course, it is likely that there will be schedule conflicts from time-to-time. You must make arrangements prior to any schedule conflict so that I can program Black Board to allow a late submission. I will also make exceptions for emergencies on a case-by-case basis.

**Tentative Class Schedule: May 26th-August 14th, 2015**

**Segment 1 (May 26th to June 9th):**  
Topic 1: A Gender View of Criminology  
- Read: Pages 1-94 in the Invisible Woman.
- Read: "Feminist Theories--Are They Needed" (excerpt).
- Discussion Board: Discussion Topic 1: Is there a fundamental difference between "male" and "female" crime? Defend and explain your answer. For full points your answer should be 200-300 words in length and use two or more references. Remember also to engage at least two separate classmates in meaningful conversation related to their posts.

Topic 2: Woman's Body and Consent  
- Read: Pages 237-265 in the Invisible Woman  
- Read: "It's Not Sex--It Is Rape!" (excerpt).
- Discussion Board: Topic 2: Is the female victim "invisible"? Defend and explain your answer. As always, for full points answer 200-300 words using two or more references for full points. Engage two or more classmates in meaningful discussion or debate. I often award additional points for those who are leaders in the Discussion Board classroom.

Topic 3: Teenage Girls' Sexuality  
- View Video: No Doubt's “I'm Just a Girl”  
- Discussion Board: Discussion Topic 3: Do teens experience adolescence in a different social context depending on their gender? Do girls rebel and use sex as a proxy for independence? Defend your answer. Full points are awarded to answers in the 200 word range and with multiple references. When engaging your two (or more) classmates, remember that it's easy to misinterpret a "normal" debate for an attack. As such, try not to attack a person or his/her opinion. Instead, use logic and facts to assert a difference of opinion and then ask for feedback.

Revised: 2-3-15
Assignments:

- Begin Developing Ideas for Long Paper

- **Due June 10th** (11:59 p.m. Alaska Time Zone) **Turn in Concept Paper:** “What is the most significant crime or justice issue facing women?” A concept paper should be no more than four (4) pages long. It should be written in APA style, include a Title Page, Abstract and Bibliography containing at least five academic sources. Webpages may not be substituted for references. This paper is intended to be an assessment of your writing style and abilities. As such, it is extremely important that this paper is not late. The professor will grade this work according to the Writing Rubric found in the "Getting Started" Tab in Black Board and give you written feedback on any writing or analysis issues upon which you may need to improve. Particular attention will be paid to the APA style, thus the paper requires a Title Page, Abstract, and Reference Page. For tips on using the APA style see the OWL page at Purdue University: http://owl.english.purdue.edu/owl/resource/560/01/

**Scoop it Blog (20 points each Segment):**
Make three entries on the online magazine/blog for this course at the following address:
http://www.scoop.it/t/gender-and-crime

**Segment 2 (June 10-June 23):**

**Topic 1: Deviant Mothers:**
- Read: "Listening to Women's Voices: Considering Why Mothers Kill Their Children"

- Discussion Board: Topic 1: Returning to an earlier topic: Is there a fundamental difference between "male" and "female" crime? Is "female" murder fundamentally different than "male" murder?

**Topic 2: Abortion:**
- Read: "Abortion: Is it a Right to Privacy or Compulsory Child Bearing?"

- Discussion Board: Topic 2: Is Abortion an appropriate topic for a gender and crime class? Is the issue of abortion settled as a right to privacy, or is this still a ripe topic for public policy and ethical consideration?

Assignments:

- **Due June 23rd** (11:59 p.m. Alaska Time Zone) **Turn in Introduction** for the Long Paper. Identify an important topic. Are we currently following a bad policy? Is there an interesting paradox wherein both sides of an argument have some level of correctness. Convince the reader that the topic is important. Define the terms. Give examples to show that this is an area where policy needs to be changed. End with a thesis statement.

Revised: 2-3-15
• **Scoop it Blog (20 points each Segment):** Make three entries on the online magazine/blog for this course at the following address: http://www.scoop.it/t/gender-and-crime

**Segment 3: (June 24 to July 7th)**

Read:

- Read: Pages 95-142 in the Invisible Woman.
- Pages 237-265 in the Invisible Woman.
- Trafficking in Women

Discussion Boards:

- **Topic 1:** The Battered Woman Syndrome as a Defense to Crime: Do you agree with Anne Coughlin’s argument that taking the Battered Woman defense to any crime also degrades a woman?
- **Topic 2:** Masculinity and violence: Who should women fear more: the men with whom they are familiar; or the stranger who might try to attack them?
- **Topic 3:** Pornography, Prostitution and Human Trafficking. Which is more powerful: those factors that push women into sex trades; or those that pull women into sex trades? In other words, who is more to blame: men who are willing to pay for sex from women and children (demand-side); or those factors in communities that push women into human trafficking and sex trades (i.e., poverty, lack of employment, over-population, severe gender inequality, war and armed conflict, social and political instabilities, widespread government corruption, and ineffective or insufficient law enforcement assigned to trafficking investigations)?

**Due July 7 (11:59 p.m. Alaska Time Zone) Turn in Annotated Bibliography:** Review a minimum of ten (10) journal articles and books related to your topic. Summarize these articles and state how each relates to the paradox or problem in the field of Gender & Crime that you identified in your introduction. Each summary should be 100-200 words long. You might find that Mendeley is a good tool to help you organize your bibliography.

**Scoop it Blog (20 points each Segment):**

Make three entries on the online magazine/blog for this course at the following address: http://www.scoop.it/t/gender-and-crime

**Segment 4 (July 8-July 21):**

Read:

- Pages 319-374 in the Invisible Woman.
- Watch Video: Earl had to die
- Pages 177-236 in the Invisible Woman.

Revised: 2-3-15
Discussion Boards:
- Topic 1: Domestic Violence; Is a woman ever justified in spousal murder?
- Topic 2: Female Prison Experience: Do women experience prison differently than men? If so, how?
- Topic 3: How Children Experience Prison: Should women be separated from their children while incarcerated?

Due Date: July 21st (11:59 p.m. Alaska Time Zone) Turn in Literature Review/Argument of Discovery
Work on Draft Long Paper: Your Introduction defined the terms, convinced the reader that the topic was ripe, timely, important, and contained an interesting problem or paradox, which surely you suspect you knew where the answer lay. Given this, you ended with a thesis statement. Next, you explored the literature relevant to your topic. This is a good time to review all of the theories or solutions related to your topic. Discuss the merits of each so that you can recommend a solution to your problem in the next section.

Scoop it Blog (20 points each Segment):
Make three entries on the online magazine/blog for this course at the following address: http://www.scoop.it/t/gender-and-crime

Week 5 (July 22-Aug 7):
Read:
- Pages 375-436 in the Invisible Woman.

Discussion Boards:
- Topic 1: Women Working in the Justice Field

Due: Aug 7th (11:59 p.m. Alaska Time Zone—
**Turn in Long Paper (Research Paper). Here’s where you advocate a particular solution. Which best practice is truly the best? Can you solve the problem with one answer or do you need to combine more than one? Don’t forget to draw a conclusion to end your paper.

Assessment:
- Take Final Exam online (Exam will be available beginning on August 7 and will remain open until 11:59 p.m. Aug 15th, 2014.

Scoop it Blog (20 points each Segment):
Make three entries on the online magazine/blog for this course at the following address: http://www.scoop.it/t/gender-and-crime

Revised: 2-3-15
A. General guidelines for 3-credit course with "W" designator

The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"-designated courses. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]

Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.

Written material should comprise a majority of the graded work in the course for it to be designated "intensive." Written material can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.