



**SAN JOSÉ STATE  
UNIVERSITY  
Department of Justice Studies**

**JS 150-01, Gender & Crime (47541), Fall 2014**

<b>Instructor:</b>	Jacquelyn McClure
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<b>Office Location:</b>	MQH 512
<b>Office Hours:</b>	MW 11:50 – 12:30 and by appointment
<b>Classroom:</b>	MH 520
<b>Class Days/Time:</b>	MW 9:00 - 10:15
<b>Prerequisites:</b>	SOCI 1 or equivalent
<b>JS Competency Area:</b>	Critical Inquiries into Law, Justice & Society

### **Introduction**

Historically, women have been excluded or greatly minimized from the criminological discussion. Practitioners and criminologists argue that males are more likely to be the offenders, victims and professionals in the field of criminal justice, and thus, deserve more attention than females. However, the emergence of gender as an issue in crime and criminology is an ongoing evolution and a myriad number of issues concerning women and crime have emerged in recent years. For example, the number of women facing incarceration today is growing at a rapid pace and it has been argued that there is convergence in female and male offending. Women are much more likely than men to be victims of certain types of crimes (i.e. sexually based offenses, domestic violence, stalking). Finally, women are entering the professional field of criminal justice in record numbers. Thus, it is of critical importance that the topic of women and crime be explored and understood. This course provides a forum for that opportunity.

“What we look for most in the female is femininity, and when we find the opposite in her, we must conclude as a rule that there must be some anomaly...”

- Cesare Lombroso, Italian Criminologist (early 1900's)

### **Course Description**

This course will examine women's experiences with crime and the criminal justice system. The course is divided into five sections:

- 1) Introduction / Overview
- 2) Victims
- 3) Perpetrators
- 4) Prisoners
- 5) Professionals

## **Student Learning Objectives**

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

**LO1:** Explain the dynamics of women and girls as victims of violence.

**LO2:** Identify the causation factors that generate criminal behavior by female offenders.

**LO3:** Describe and appraise the historical impact of women as criminal justice professionals.

## **Required Text / Readings & Course Materials**

- Van Wormer, K. S., and Bartollas, C. (2014). *Women and the Criminal Justice System*. Upper Saddle River, N.J.: Pearson.
- Additional required readings intended to supplement the text, are posted on Canvas under section headings.
- Scantrons (Form # 882-E) #2 pencil and a good eraser!
- Binder paper for in-class assignments.

## **E-Mail Guidelines and Text Messages**

Students are welcome to email or text me at any time. However, please adhere to the following guidelines:

1. For **E-Mail**, the “subject line” must include the course number and students’ name (e.g., JS131, Debbie Smith). I **will not** respond to “**no subject**” e-mails, or any e-mail where the student and the course are not identified in the subject line. If you want me to call you back, include a contact number. I make every effort to respond to E-Mail messages within 24-hours.
2. **Text messages** are welcome at any time although responses may be delayed due to my irregular schedule and/or erratic sleep patterns! Please remember to include your name and course number or title of course in the text.

## **Classroom Protocol**

I hope that this course will provide a positive learning experience. The following classroom etiquette helps ensure an environment that promotes collaboration, encourages critical thinking, fosters stress reduction, and minimizes chaos – bonus: warrants a happier instructor!

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age and sexuality.
2. Agree that our classroom should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.
3. Refrain from engaging in behavior that is rude to the instructor, other students, or guests of the class. This includes sleeping, talking, eating,

completing homework, texting, e-mailing, gaming or reading non-course related material during class time.

4. Be aware that there are most likely students in the class who have experienced (or are close to someone who has experienced) sexual assault, domestic violence, or other forms of victimization. It is important that comments made in class are respectful of these experiences and the impact that these experiences may have had on people's lives.
5. Active participation in class discussions is critical to the success of the course and your success as a student. Therefore, attendance is necessary!
6. Make an effort to arrive on time and, if arriving late, please enter quickly and quietly.
7. Avoid leaving early and, in the case that you must leave before class ends, please pack up quickly and quietly.
8. Ensure cell phone is silenced once class begins.

### **Additional important information regarding course protocol**

1. Students are responsible for obtaining, from another student, notes from any missed class. My class notes are not available.
2. I post all PowerPoint's used in class onto the course Canvas website.
3. Given that this is a large class, attendance will not be taken after the first week. However, a considerable portion of your grade is earned through unannounced in-class writing assignments. These assignments are completed and turned in at the end of the class period, thus recording your attendance.
4. Material presented in class is based on both the assigned textbook and course related subjects not addressed, or partially addressed, in the text, yet deemed by me to be relevant and timely. Therefore, do not be surprised if classroom discussions veer off from the contents in the text. It is my nature to have this happen to (hopefully) encourage awareness of current events!

## **Graded Assignments and Grades**

**Examinations:** There are 2 examinations covering material from lecture, assigned readings from text and any additional articles available on Canvas, and media shared in class. Refer to Class Schedule for dates of exams.

The exam format is multiple-choice, matching, fill in the blank and short essay responses. Exams are not cumulative. Refer to the Class Schedule for exam dates. Make-up exams are given for valid, documented medical emergencies or approved school-related activities. I must be notified of the absence before the time of the exam. Documentation must be provided before a make-up is scheduled. Each exam is worth **40** points.

**In-class reaction papers:** Periodically, students compose in-class reaction papers in response to issues discussed in class on that particular day. The purpose of these in-class assignments is to promote critical thinking about the issues addressed in this course. Responses may be shared with entire class

based on the amount of time allowed for the assignment. These assignments can only be completed in class on the day they are assigned. Be aware that the dates of the exercises are not listed on the course schedule. Every effort will be made to let students know when these exercises will occur. However, students are advised to read the assigned material prior to coming to class and bring their textbooks to class in order to be prepared for these unannounced in-class assignments. Make-up assignments are not accepted. A total of **50 points** are allotted for these papers.

**Case Study #1:** Student teams research, develop and present a case study of a female offender that includes, but is not limited to, the factors leading up to the offence, the type of crime(s) committed, victim(s), capture, outcome of actions taken by the criminal justice system and the theoretical explanation of why the crime(s) were committed by this offender.

Suggestions for this assignment are available on the Canvas course website.

See the course schedule for dates related to this assignment.

Grading for this assignment: Total of **35 points** (**20 points** for the written report and **15 points** for the oral presentation).

**Case Study #2:** Student teams (1) research the current status of women in an identified field of law identifying work force statistics, demographics, and any additional pertinent information available, (2) identify efforts to recruit, test and train female staff (if resources are non-existent or inadequate, students are encouraged to develop their own materials to address recruitment, etc.) and (3) prepare and present a comprehensive report on the findings.

Suggestions for this assignment are available on the Canvas course website.

See the course schedule for dates related to this assignment.

Grading for this assignment: Total of **35 points** (**20 points** for the written report and **15 points** for the oral presentation).

Total grade points are based on the following:

2 Examinations @ 40 points each = 80 points

2 Case Studies @ 35 points each = 70 points

In-class Reaction Papers = 50 points      **200 Total Points**

The overall percentage score will determine final grades as follows:

A+: 97% - 100%      A: 93% - 96.9%      A-: 90% - 92.9%

B+: 87% - 89.9%      B: 83% - 86.9%      B-: 80% - 82.9%

C+: 77% - 79.9%      C: 73% - 76.9%      C-: 70% - 72.9%

D+: 67% - 69.9%      D: 63% - 66.9%      D-: 60% - 62.9%

F : ≤ 59.9%

**KEEP ALL RETURNED EXAMS AND PAPERS IN CASE OF A GRADE DISPUTE.**

*Note:* A grade of “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

## **Incomplete Grades**

Students who cannot fulfill all the work for a course due to a medical or family emergency may be assigned an incomplete only if arrangements are made with the instructor. An incomplete must be made up within one calendar year immediately following the end of the term in which it is assigned.

It is the responsibility of the student to bring pertinent information to me regarding why they cannot fulfill all the work during the current semester and to reach agreement on the means by which the remaining course requirements will be satisfied. If we agree, I will enter an "I" grade for the course for this semester.

## **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.

## **Required University Policies Statements**

### **Academic Integrity:**

[www.sjsu.edu/studentconduct/docs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf)

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

**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 of building evacuation, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting

accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability. For more information call their office at 408-924-6000 (v) or 408-924-5990 (TTY).

**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 S14-7at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

**Expectations of Students' Effort:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical *practica*. Other course structures will have equivalent workload expectations as described in the syllabus."

## **SJSU Student Resources**

### **Library Liaison**

Justice Studies subject specialist:

Silke Higgins, *Assistant Librarian, University Library, San Jose State University*

Phone: (408) 808-2118      Email: [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

**Student Technology Resources:** Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Peer (Mentoring) Connections:** Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students.

<http://peerconnections.sjsu.edu>

Peer Connections has four locations on the SJSU main campus:

- Student Services Center (SSC) 600, on the corner of 10<sup>th</sup> and San Fernando (inside the 10<sup>th</sup> Street parking garage building).
- Martin Luther King, Jr. Main Library in room LL 67, just off of the elevator lobby on the lower level.
- Academic Success Center in Clark Hall, on the first floor next to the Computer Lab.
- The Living Learning Center (LLC) in Campus Village B.

**SJSU Writing Center:** The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. <http://www.sjsu.edu/writingcenter/>

**CASA Student Success Center:** The Student Success Center located in MacQuarrie Hall, Room 533 (top floor) provides advising for undergraduate students majoring or interested in majoring in programs offered by CASA Departments and Schools. The Student Success Center provides general education advising, assistance with changing majors, answers to academic policy related questions, meetings with peer advisors and/or various regularly scheduled presentations and workshops. Phone: 408-924-2910  
<http://www.sjsu.edu/casa/ssc/>