San José State University
Social Sciences/Justice Studies
JS 150, Gender and Crime, Section 80 Spring 2023

Course and Contact Information

Instructor: Allison Martin, Ph.D.
Location: Oceanside, CA
Email: allison.martin@sjsu.edu
Office Hours: Tuesday 9am-10am through Zoom https://sjsu.zoom.us/j/415779048
Class Days/Time: Asynchronous online
Prerequisites: Co/prerequisite 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 and exams. 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 at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal 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 (CLOs)

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. Identify 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


ISBN-10: 1506399274

Textbook can be purchased through the University bookstore or online (e.g., Amazon). Note this is NOT the latest edition.

Recommended Texts


Required Readings Posted to Canvas


**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**

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. Each module will become available on Monday at 12:00am PST and will close by Sunday at 11:59pm PST of their respective week (see course schedule below): Please take special note of assignment due dates, particularly to weekly discussion board responses, which are due mid-week. Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. You are also expected to check your university email account regularly. There will be cut-off times that will close Canvas modules. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Introduction through Google Slides**

This assignment is meant for the class and the instructor, to get acquainted with you. We will all collaborate on one Google Slides Presentation to introduce ourselves and get to know one another. Further directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

**Discussion Boards**

Throughout this course there will be discussion boards or other weekly required class participation activities, such as collaboration on media platforms. Class participation is required in discussions and activities. For discussion boards, you are to provide thoughtful and original discussions based on the weekly 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 other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook and supplemental readings 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/](https://owl.english.purdue.edu/owl/resource/560/01/).

You are required to be an active participant in the class, which means that you are to prepare your own discussion board 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, lectures, and other course-related experiences.

Students are required to first read all assigned readings and then respond to the module discussion board topic by Wednesday at 11:59pm. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to TWO other student’s original posts, as well as any questions I may ask regarding their post by Sunday at 11:59pm, when the weekly topic will close. These posts should be approximately ½ page for each reply. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by your peer. Responses consisting of a lack of thought as in “I agree” or “great thought” will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as class 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 for the week (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.” Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.

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. Come 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.


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.


Please see the rubric below for discussion board grading:
Exams
In this course there are three multiple choice exams that will cover course reading and discussion material. Each exam will be taken through the online Canvas system. Exams will open on Monday of the week of the exam and are due by Sunday at 11:59pm (See Course Schedule); it is suggested you begin your exam no later than 10:00pm on Sunday to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a specified time period (see exam directions on Canvas for time allowance). Once your time is up, or you have reached the close of the week on Sunday at 11:59pm, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available on Monday after the due date has passed and will be available to view until Wednesday at 11:59pm of the respective week. 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. Because the exam is open the entire week, no make-up exams are allowed.

Grading Information

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

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<tr>
<td>Discussion Boards/Class Participation</td>
<td>50% of overall grade</td>
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<tr>
<td>Exams (3)</td>
<td>50% of overall grade</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Exams: Canvas System
Exams open Monday, due Sunday at 11:59pm
Time limit: 10:00pm Sunday
View feedback Monday after due date
Percentages are obtained by dividing the total points you earn by the total points possible in the course.

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A plus</td>
<td>98 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 97.9%</td>
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<tr>
<td>A minus</td>
<td>90 to 92.9%</td>
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<td>B plus</td>
<td>88 to 89.9%</td>
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<tr>
<td>B</td>
<td>83 to 87.9%</td>
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<tr>
<td>B minus</td>
<td>80 to 82.9%</td>
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<td>C plus</td>
<td>78 to 79.9%</td>
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<td>C</td>
<td>73 to 77.9%</td>
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<td>C minus</td>
<td>70 to 72.9%</td>
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<td>D plus</td>
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<td>63 to 67.9%</td>
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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), 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), 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.

**JS 150 / Gender and Crime, Spring 2023**

*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 aware of any changes that are made.

**Course Schedule**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Assignments and Due Dates</th>
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Gender and Crime, JS 150 - 80, Spring 2023
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activities</th>
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</table>
| 1/25 – 1/29 | Module 1: Welcome to the Course! | • Read and review the Syllabus  
• Carefully read discussion board requirements  
• TedTalk: Why gender equality is good for everyone  
• Introduction through Google Slides |
| 1/30 – 2/5  | Module 2: Introduction | • Read textbook: Mallicoat Chapter 1  
• Read article posted to Canvas: Burgess-Proctor (2006)  
• Discussion Board #1 |
| 2/6 – 2/12  | Module 3: Theories of Victimization | • Mallicoat Chapter 2  
• Article Posted to Canvas: Franklin et al. (2012)  
• Discussion Board #2 |
| 2/13 – 2/19 | Module 4: Rape and Sexual Assault | • Mallicoat Chapter 3  
• Article Posted to Canvas: Spohn et al. (2017)  
• Explore: NSVRC The cost of rape  
• Discussion Board #3 |
| 2/20 – 2/26 | Module 5: Intimate Partner Abuse and Stalking | • Mallicoat Chapter 4  
• Article Posted to Canvas: Brown et al. (2009)  
• TedTalk: Why DV victims don’t leave  
• Discussion Board #4 |
| 2/27 – 3/5  | Module 6: EXAM #1 | • Exam #1: Chapters 1-4 |
| 3/6 – 3/12  | Module 7: International Issues | • Mallicoat Chapter 5  
• Article Posted to Canvas: Gill (2009)  
• 2021 trafficking in persons report  
• Discussion Board #5 |
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<th>Date Range</th>
<th>Module</th>
<th>Topics/Assignments</th>
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<tbody>
<tr>
<td>3/13 – 3/19</td>
<td>Module 8: Women, Gender and Offending</td>
<td>Mallicoat Chapter 6, Discussion Board #6</td>
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<tr>
<td>3/20 – 3/26</td>
<td>Module 9: Girls, Gender and Juvenile Delinquency</td>
<td>Mallicoat Chapter 7, YouTube: Girls in gangs, Discussion Board #7</td>
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<tr>
<td>3/27 – 4/2</td>
<td>Spring Break!</td>
<td>No assignments!</td>
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<tr>
<td>4/3 – 4/9</td>
<td>Module 10: Female Offenders and Their Crimes</td>
<td>Mallicoat Chapter 8, YouTube: Women who kill, Discussion Board #8</td>
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<td>4/10 – 4/16</td>
<td>Module 11: EXAM #2</td>
<td>Exam #2: Chapters 5-8</td>
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<td>4/17 – 4/23</td>
<td>Module 12: Processing and Sentencing</td>
<td>Mallicoat Chapter 9, Explore: The sentencing project issues on women, Discussion Board #9</td>
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<td>4/24 – 4/30</td>
<td>Module 13: Supervision of Women</td>
<td>Mallicoat Chapter 10, Article Posted to Canvas: Stone et al. (2018), Discussion Board #10</td>
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<td>Date Range</td>
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<td>5/1 – 5/7</td>
<td>Module 14:</td>
<td>- Mallicoat Chapter 11&lt;br&gt;- Article Posted to Canvas: Thomas and Lanterman (2019)&lt;br&gt;- YouTube: A nation of women behind bars&lt;br&gt;- Discussion Board #11</td>
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<tr>
<td></td>
<td>Incarceration of Women</td>
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<td>5/8 – 5/14</td>
<td>Module 15:</td>
<td>- Mallicoat Chapters 12 &amp; 13&lt;br&gt;- YouTube: Women in criminal justice&lt;br&gt;- Discussion Board #12</td>
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<td>Women Professionals and the CJ System</td>
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<td>5/15 – 5/19</td>
<td>Module 16:</td>
<td>- Exam #3: Chapters 9-13 <strong>DUE FRIDAY!</strong></td>
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<td>EXAM #3</td>
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