Gender, Crime, and Justice
3 Credits
Spring 2018

Monday
6:30pm to 9:30pm

I. Course Information

Instructor Information:

Instructor: Elena M. Gonzalez, M.P.A.
Email: gonzae@scj.rutgers.edu
Phone: 732-614-1086
Office Hours: Monday, 5:00pm to 6:30pm

Course Overview: This course is designed to explore the important and under-studied intersection between gender/women and crime. The word intersection is used because the status structures commonly used by criminologists and sociologists never occur alone. Another way of saying this is that social scientists study a number of social demographics or correlates of crime at the same time. Thus, in this class women involvement in crime, whether as victims or as offenders, or as professionals engaged in the criminal justice system, a number of these variables have to be investigated (studied) at the same time. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. We will investigate the relationship between victimization and offending, and study the details of women in the criminal justice system as offenders or workers (professional as law enforcement officers, court personnel, correctional workers, etc.). A major focus will be to learn about the major debates and topics within criminology relating to gender and crime. This course will allow us to become familiar with criminological theories (which have been traditionally male oriented) but now we investigate a feminist response and engagement in criminological theorizing of women. In addition to the above ideas we will look at women fear of crime, women limited mobility economically, crime policies that impact the lives of women as victims, offenders, and professionals.

Prerequisite: None
**B.S., Criminal Justice Program Learning Goals**
Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.

2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.

3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.

4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

**Course Learning Objectives:**
By the end of this course, students will be able to:

- Understand, analyze, and be able to discuss the role of women within the criminal justice system
- Develop an understanding of the evolution of society's views of women in the system
- Explore issues related to women as victims and offenders of crime
- Examine the position of women as professionals within the criminal justice field

**Required Readings:**

Additional readings may be assigned during the semester.
Journal publications and articles will be posted within the Blackboard course module a minimum of one week prior to its due date. You must access the course module to download all necessary materials.

**Syllabus Disclaimer:** By taking this course, you agree to read the syllabus carefully and abide by its terms. I, too, will adhere to the rules and procedures. I do, however, reserve the right to make adjustments as needed. Every class is unique and new challenges often arise; therefore, flexibility might be required. Should there be an alteration that affects grading or course planning, I will announce the change and provide an amended syllabus to you.

**Course Requirements:**
This is an upper-division course. An understanding of the fundamental elements of criminology and the criminal-justice system is required. Critical thinking and analysis are also required. You will
be asked to apply knowledge you gain in the book and lecture to real-world scenarios.

Students should devote a minimum of seven hours per week to out-of-class reading and assignment completion. All assigned reading must be completed prior to class. During class, you should pay attention, take notes, and ask questions as needed. Talking, texting, emailing and other disruptive or inattentive activities are prohibited.

Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements. **Each week/unit starts on Monday and ends on Saturday and your grade for activities will be posted as soon thereafter as possible.**

**Introduction (1 Introduction post—10 extra credit points):** Every student must introduce him- or herself by the second day of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided inside the Blackboard course module at the site of the assignment in Week One.

Each student’s presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career

**Discussion Posts:** The Discussions in this class will focus on the specific readings connected to each Section’s listed as “Readings.” Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. A **minimum of one initial discussion per week is required and two peer responses.** This must not be all on one day. The professor will post at least one statement or idea reflecting a reading from each section (per week). Students may post earlier than the absolute due date if desired, but no later than the identified date below. Each reading discussion will be worth (TBD) points each. Late discussions will not be read or graded.

**Comment Posts:** The Discussions are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate on various topics related to the course with your classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (follow guidelines for utilizing APA citation format). These discussion posts should be the **equivalent of 1 page in length.** The specific discussion assignment is located in each unit Week and may be accessed by clicking on the Discussion link. Discussion Posts are due by 11:00PM EST on Thursdays.

**Assessment Method:** Discussion posts will be graded using the Discussion Post Grading Rubric.

**Comment Posts:** Comment posts are responses you make to the original discussion posts that you and your classmates post each week. You are required to make a minimum of two comments
each week. Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one’s perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an ongoing discussion/debate with your classmates. Your comments will be graded for quality, and relevance. Your comments will also be graded based on your ability to engage in critical thinking.

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due by 11:00PM EST on Saturdays. Discussions require active participation therefore it is expected that are online a minimum of two times per week; more is encouraged.

**Assessment Method:** Comments will be graded using the Discussion Grading Rubric

**Week One** - Discussion of “Selected Reading” – “The gendered nature of risk factors for delinquency;” (pp.30-49); Response to question due in proper “Discussion 1” by Saturday by 11:59 pm. The question (1) is: “Is it possible to accurately explain delinquency of males and females from a gender-neutral perspective? What would be the impact of a "one-size" fits all approach to explaining delinquent behavior."

**Week Two** – Discussion of “Selected Reading” - "Life histories and survival strategies among sexually trafficked girls in Nepal," (pp. 257-268); Response to question due in proper "Discussion 2" dropbox by Saturday by 11:59pm. The question (2) is "How might you persuade a group of young Nepalese girls who are considering life in the sex trade to avoid this lifestyle? Explain your justification."

**Week Three** - Discussion of "Selected Reading" - "Understanding the experiences of street level prostitutes," (pp. 383-393); Response to question due in proper "Discussion 3" dropbox by Saturday by 11:59pm. The question (3) is "Prostitution has been referred to as a 'victimless' crime, basically because of the idea that you have two willing participants. Explain your position - should people be legally allowed to participate in prostitution without fear of criminal repercussions?"

**Week Four** - Discussion of "Selected Reading" - "Women offenders and the gendered effects of public policy," (pp.477-490); Response to question due in proper "Discussion 4" dropbox by Saturday by 11:59pm. The question (4) is "Should gender based experiences play a role in the development of criminal justice policy? Why/why not?"

**Week Five** - Discussion of "Selected Reading" - "Gender and judicial decision: So female judges decide cases differently than male judges?" (pp.543-553); Response to question due in proper "Discussion 5" dropbox by Saturday by 11:59pm (please note that this due date is different from the others, being Wednesday rather than Saturday).

The question (5) is "You are in the process of developing a "female only" court where all the judges, prosecutors, defense attorneys and staff are female. What would be your justification and what specific cases are likely to be heard in this court.

**Assessment Method:** Discussion posts (100 points in all) will be graded using the Discussion Post Grading Rubric. *5 discussions @ 10 points each 50 = points) (10 comment posts @ 5 points each = 50).*

**Reflection Paper:** There will be one reflection paper. The reflection paper will serve as the final
The paper is designed to give students first-hand experience on how women impact the fields of criminology and criminal justice from either a law enforcement, corrections, or court system perspective. During the course, you may either participate in a ride along with a law enforcement agency, attend a court proceeding, or participate in the tentatively scheduled class jail tour. You are to take comprehensive notes during your ride along, court session, or jail tour. You will then write a three-page reflection paper applying both the course material and your observations to explain how women impact the fields of criminology and criminal justice.

The reflection paper is an individual assignment and to be completed on your own. Collaboration or consultation with anyone is strictly prohibited—it will be considered cheating and could result in penalties up to and including an F in the course and disciplinary referral. All students will upload their papers to the class Blackboard e-learning site via the assignments tab. As a reminder, the Turnitin feature will be enabled for a plagiarism check. Turnitin compares papers to those already in existence, and to student papers from the same class.

I also read all papers, and will catch similarities that the website might miss. I am not required to prove conclusively that plagiarism or cheating occurred—if I can point to undue similarities in language, formatting, etc., I can act upon it.

All papers and notes are due at the start of class on the day marked on the course calendar. You must submit both a hard copy and an electronic copy. Please bring the hard copy to class with you, and upload the electronic copy to the class Blackboard e-learning site via the assignments tab. If you miss class on the day the paper is due, it is your responsibility to find a way to get a paper copy to me on time. The electronic copy is still due by the start of class. The system will reject late papers.

Late papers will not be accepted (this means failure to submit both the electronic and hard copies). Failure to submit both copies on the day and time that the assignment is due will result in a zero.

Points of contact for local area agencies will be provided on the class website. You may choose another agency closer to you, as long as, you receive prior approval from the instructor.

**Course Structure:**
The course will incorporate diverse learning activities including lectures, PowerPoint presentations, and group discussions.

Classroom learning is a group activity that depends upon everyone’s full participation in order to succeed. I expect students to: be prepared to begin class on time, silence or turn off and put away cell phones and other electronic devices, read and be prepared to discuss homework, submit assignments on time, and assist your classmates. You can expect that I will: be on time and prepared for every class, be available via email and appointments to answer questions, make every class engaging and valuable, and respect your contributions to class.

### II. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
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</thead>
<tbody>
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### III. Grading

The grade you receive in the course is the one you earn by attending class, putting in the proper effort on paper and the group project, and studying effectively for exams. All grades are posted on
Blackboard throughout the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Participation x 12 (4 points ea.)</td>
<td>48</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>100</td>
<td>10</td>
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<tr>
<td>Reflection Paper</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes x 4 (25 points ea.)</td>
<td>100</td>
<td>15</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>468</td>
<td>100</td>
</tr>
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</table>

The following grading scale will be used for this course:
- A 90–100%
- B+ 85-89%
- B 80-84%
- C+ 75-79%
- C 70-74%
- D 60-69%
- F <60%

**Examinations** (15%): There will be four quizzes. None of the quizzes are overtly cumulative, but you may need to draw from previous sections in order to correctly answer questions about the current material. The quizzes cover specified sets of chapters and are worth 25 points each. They will be multiple choice and fill in the blank. They will take place during the scheduled class period.

Tardiness on test day will reduce the amount of time you have to complete the quiz. I will not extend the time period. No outside material may be used during a quiz - they are closed book and closed note. All you will need to bring for the quizzes is a pencil or two and a scantron, if necessary. All cell phones and other electronics must be silenced and put away; use of electronics during exams may be considered cheating and could result in penalties.

**Mid – Term Exam** (25 %): The mid-term exam will be graded on a 100-point scale. This assignment is worth 25% of the final grade. Examinations are designed to measure your understanding of the major concepts presented in class. There are NO MAKEUPS without formal documentation of exigent circumstances.

**Final Exam** (25 %): The final exam will be graded on a 100-point scale. This assignment is worth 25% of the final grade. Examinations are designed to measure your understanding of the major concepts presented in class. There are NO MAKEUPS without formal documentation of exigent circumstances.

**Attendance, Participation** (10%): The frequency and quality of your participation in class discussions will be noted, as will your constructive critical feedback and support offered to other classmates throughout the semester.

On 16 randomly selected days, class assignments will be graded. Each day is worth 3 points. Nonparticipation will result in a zero for the day; in general, I will not excuse nonparticipation. Missing one or two class periods will not hurt you; however, excessive nonparticipation will have a
negative impact on your grade. *Disruptive or inattentive behavior such as, but not limited to, texting during class, talking at unapproved times, or using a laptop for purposes that appear unrelated to note-taking will result in point reduction or loss for the day.*

Class assignments (both in and out of class) are required. The assignments are designed to give students first-hand experience on topics, and are intended to promote reading and attendance to class. Assignments will vary in format and may include: reaction papers, class discussion/topics, reading questions related to the textbook, or any other format that the instructor chooses. When necessary, all citations must be in APA format.

**Discussion Questions:**

**Late or Missing Assignment Policy:** No late work is permitted, and no make-up assignments will be given except in cases of documented emergency or my prior approval of a legitimate excuse. I reserve the right to require make-up assignments in lieu of late submission, even if an emergency has occurred.

Small amounts of extra credit might be offered; however, I will under no circumstances provide a student with an individualized extra-credit assignment. I also do not use “incompletes” except in the event of genuine problems (usually occurring after the withdrawal deadline) that are valid excuses for being unable to finish coursework on time. Your grade in the class is based on your performance on the assignments and quizzes. It is your responsibility to check Blackboard course module regularly and to always know your current grade.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations [https://sakai.rutgers.edu/portal/site/sirs](https://sakai.rutgers.edu/portal/site/sirs). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://sirs.ctaar.rutgers.edu/](https://sirs.ctaar.rutgers.edu/).

**IV. Course Policies**

**Classroom Rules:** All students will use professional communication styles. A university classroom is a professional environment just like a job. You may address me as “Professor or Professor Gonzalez.” Anything else (including “Mrs.,” “Ms.”, or “Miss”) is not acceptable. Please maintain a formal tone in your email correspondence. I reserve the right to not reply to unprofessional emails. I will show you the same courtesy. Professional email exchanges include an opening salutation (e.g., “Hello Professor Gonzalez”), an introduction (e.g., “My name is John Doe and I am in your M/W/F Women and Crime course”), content/question, and closing salutation (e.g., “Thank you, John Doe”). Proper grammar and sentence structure is also expected. In addition, I can tell when your iPhone/Android autocorrects your words and you send me a messy email. Please review your email prior to hitting “Send”. Lastly, if your email to me sounds like a text message to your friend, do not expect me to respond. Respect is crucial. All emails must be sent from your official university email account. I will not respond to emails sent from third-party addresses (Gmail and the like).

I will return most emails within 24 hours, except in the case of a weekend, holiday, or time period when I announce I will be away from email. In these events, emails will be returned within 24
hours of my return to the office. Please allow ample time for me to answer your questions, and do not attempt to contact me at the last minute with an urgent problem.

Students will maintain respectful, professional attitudes and demeanors during class. We may broach upon some controversial or uncomfortable topics. It is important to discuss these matters because they help us improve as people and as a society. Under no circumstances will these discussions create hostile environments for anyone based on race, ethnicity, gender, religion, sexual orientation, gender identity, or any other personal characteristic. The university classroom is a unique place where freedom of expression meets freedom from prejudice.

**Academic Integrity**

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students [http://studentconduct.rutgers.edu/academic-integrity](http://studentconduct.rutgers.edu/academic-integrity)

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.

**Academic Resources**

**Students with Disabilities**

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website [https://ods.rutgers.edu/](https://ods.rutgers.edu/) or contact the representative for the Newark Campus.

Allen Sheffield  
Director of ADA Services and Academic Support  
Robeson Campus Center, Suite 352  
350 Martin Luther King Jr. Boulevard  
Newark, NJ 07102  
Phone: 973.353.5300  
Fax: 973.353.5666  
E-mail: kate.torres@rutgers.edu  
Website: [https://ods.rutgers.edu/](https://ods.rutgers.edu/)

**Psychological and Counseling Services**

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center ([http://www.counseling.newark.rutgers.edu; 973-353-5805](http://www.counseling.newark.rutgers.edu; 973-353-5805)), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.
If you are interested in finding out more about
• Accelerated Master's Program (B.S. /M.A.)
• Criminal Justice National Honor Society (Alpha Phi Sigma)
Please refer to the School of Criminal Justice website http://rscj.newark.rutgers.edu/

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