

47: 202: 313 Gender, Crime, and Justice
3 Credits
Fall 2022

Tuesday, 6:00 to 9:00
Hill 103

Course Information

Instructor Information:

Instructor: *Beth Adubato, Ph.D.*
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Office Hours: *By appointment*

Course Overview:

An in-depth survey of changing social values about gender, changing criminal codes about sex crimes, changing law enforcement policies and procedures in prosecuting sex offenders, and emerging legal doctrines about privacy and sexual rights.

“The emotional, sexual, and psychological stereotyping of females begins when the doctor says, ‘It’s a girl.’” ~Congresswoman Shirley Chisholm

“The truth will set you free, but first it will piss you off.” –Gloria Steinem

This stereotyping of females builds barriers that impede women and girls in every facet of society—with the criminal justice system proving to be no exception. Over the course of this semester, we will look at the particularly pernicious results when justice is not meted out fairly.

The course will examine 1) women as offenders, 2) women as prisoners, 3) women working in the criminal processing system in the areas of corrections, policing, and law, and finally, 4) women as victims. We will find that the lines between these categories are most-often blurred.

Learning Objectives:

During this semester, students will learn about both the genesis and the perpetuation of disparities in the system. The goal of this course is not for students to be able to recite back facts and figures, but to absorb the lessons of inequality and perhaps be inspired to right these wrongs in the future, as criminal justice practitioners.

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

1. Relate the role of gender to the various elements of the criminal justice system.
2. Recall the timeline of women in the criminal justice system—from witch hunts to the war on drugs.
3. Discuss the elements of female crime and how it is measured in this country.
4. Illuminate the importance and the drawbacks of feminist criminology.
5. Analyze the recent increase in female incarceration in the United States.
6. Compare and contrast the entrance of females into the criminal justice system—as offenders and as practitioners.
7. Identify the types of “women-blaming” and “victim-blaming” that are prevalent in regard to women as offenders and women as victims.
8. Describe the factors that influence sentencing options for females—for both juveniles and adults.
9. Recognize and access the major sources of crime data and whether they do or do not apply to females.
10. Enumerate the difficulties of women working in the criminal justice system.

Required Readings:

Belknap, Joanne. (2015) *The Invisible Woman: Gender, Crime, and Justice*. Boulder, Colorado: Cengage.

All other readings will be distributed in class or posted on Canvas

I. Course Schedule

Date	Class Topic	Readings & Assignments Due
Week 1	Introduction “Malestream” Theories	For Monday, read chapters 1 and 2 in Belknap
Week 2	Pro-Feminist Theories	Chapter 3 in Belknap
Week 3	Sisters in Crime	Excerpts from <i>Sisters in Crime</i> , by Freda

	“The Execution of Wanda Jean”	Adler—posted on Canvas
Week 4	Delinquency Across the Life Span “The Execution of Wanda Jean,” Part II	Chapter 4 in Belknap
Week 5	“Code of the Streets” February 10th—Quiz	“Women’s Participation In Chinese Transnational Human Smuggling: A Gendered Market Perspective” on Canvas
Week 6	Measuring Crime/Gender Comparisons	Chapter 5 in Belknap
Week 7	Is Crime Still A Man’s World? Incarcerated Women “Aileen: Life and Death of a Serial Killer”	“Bad for the Body, Bad for the Heart: Prostitution Harms Women Even if Legalized or Decriminalized” on Canvas
Week 8	Race, Women, and Prison Abuse of Women in Prison	Chapter 6 in Belknap
Week 9	Mothers in Prisons Incarcerated Juveniles “Girlhood”	“Physical Health of Women in Prison” on Canvas
Week 10	Midterm on March 3 rd	
Week 11	Women in the Police Force Guest Lecturer	“Women in Black” on Canvas Chapter 12 in Belknap
Week 12	Bias in the Courts Female Judges, Attorneys, and Corrections Officers	Chapters 10 and 11 in Belknap
Week 13	Group Projects	Chapters 7 and 8 in Belknap
Week 14	Group Projects Victimization of Women The Image of the Female Victim	Chapter 9 in Belknap
Week 15	Domestic Violence Trafficking Future Trends	“The Natasha Trade” on Canvas Chapter 13 in Belknap

II. Grading

The final grade will be assessed based upon performance on the following:

- 4% Class participation/attendance
- 16% Quiz—October 4th
- 20% Mid-term exam—October 25th
- 15% Group project—begins November 29th
- 20% Briefing paper—December 13th
- 25% Final Exam—December 20th—6:00-9:00 PM

<i>Assignment Description</i>	<i>Linked to SLO</i>	<i>% of Course Grade</i>
QUIZ	SLO #3, #4, #5	16%
MIDTERM	SLO #2, #3, #4, #5, #6, and #9	20%
GROUP PROJECT See description below	SLO #1, #7, #8, and #10	15%
BRIEFING PAPER See description below	SLO #1, #7, #8, #9, and #10	20%
FINAL Cumulative final exam—all notes, readings, and documentaries are included	SLO #1-#10	25%

The group projects will be presented starting on November 29th. Each group will pick a media depiction of one of the issues we address in class (e.g. domestic violence, incarcerated women, etc.) and analyze it for veracity. For example, one group may choose the movie “Enough” and discuss its accuracies vs. its inaccuracies (or “Hollywood-ism”) and the harsh reality that is domestic violence. The briefing paper is also due on December 13th and is ancillary to the group project. All grades will be posted on Canvas.

The briefing paper will explain the particular issue that was associated with your group’s media presentation, but each member of the group will have his or her own grade for the briefing paper, while the group project will produce a group grade.

More on the briefing paper: Although the paper is about the issues raised in your media depiction, *it is not about your media depiction*. For example, the briefing paper for the above example would not speak about this particular, fictional depiction, but about all the issues raised in this presentation. It would, therefore, be a paper about domestic violence, how it affects families, and the legal ramifications of this crime. The paper should be 3-pages in length, in APA style.

ATTENDANCE and PARTICIPATION

Illness and family emergencies are sometimes unavoidable and it is your responsibility to contact the professor and explain your absence before or on the day of the missed class. Two excused absences are allowed. You will not be successful in this course if you miss more than one *unexcused* class. If you cannot attend class when an assignment is due, you must make arrangements to hand-in your assignment. Late papers will be graded accordingly, with a half-grade deduction for each day late. You are responsible for the material you miss.

Also, please be prompt—tardiness is disruptive to the rest of the class. Watching and/or playing with electronic items such as iPods or iPhones or with the Internet on your laptops is tantamount to not attending class. * ***Students exhibiting this behavior during class time will be marked absent.***

Finally, all announcements and additional course information will be posted on Canvas—please check our class page regularly.

Final Course Grades are Based on the Following Scale:

90 and Above	=	A
86-89	=	B+
80-85	=	B
77-79	=	C+
70-76	=	C
60-69	=	D
59-below	=	F

Policy for missed exams and missed or late assignments:

Exams must be taken at their scheduled time. Missed exams will be made-up at the discretion of the professor and only for documented, medical reasons.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the

following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.