

Social Investigations II: Gender and Crime

SOC/SW 301 Sec. 1
Spring 2019, CCC 114
Sec 1: MW 930-1045

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Men and boys dominate crime. Arrest, self-report, and victimization data reflect that men and boys perpetrate more of the conventional crimes than women and girls do. Moreover, men have a virtual monopoly on syndicated, corporate and political crime.

Messerschmidt

Traditional delinquency theories typically exclude girls and examine economic marginalization as the primary risk factor for boys [only]

Belknap and Holsinger

Because crime and justice are shaped by the political economy, crime and crime control are inseparable from the changing relations of inequality, hierarchy and power. Crime and crime control are thus important locations where inequality is re-created or challenged. Domestic violence, rape and fraud by financial institutions enrich executives while devastating millions – each crime while committed by different offenders for different reasons, reflects and recreates an aspect of inequality

Barak, Leighton and Cotton

This course will focus on the intersection between gender, crime and justice. Thus in this class we will examine gendered involvement in crime, whether as victims or offenders, and criminal justice and theoretical explanations for both. Special emphasis will be placed on the theoretical implications of offending behaviour and the intersection of gender with sexuality, race, ethnicity and class. The goal of this course is to provide a foundation for critically assessing the often controversial issues surrounding race, gender, crime, and criminal justice in society.

Course objectives: This course is designed to deepen students' understanding of the gendered nature of crime and criminal justice. By the end of the course, students will:

- To understand how law, crime, and the criminal justice system are gendered.
- To understand, analyze, and be able to discuss the role of women within the criminal justice system
- Explore issues related to men and women as victims and offenders of crime
- Examine the relative position of men and women as professionals within the criminal justice field

As a communication in the major course, students will also be able to critically analyze specific aspects of crime and criminal justice and write a coherent, well-informed paper about those issues.

Reading assignments:

There is one required textbook at text rental.

The Gender of Crime, 2nd edition. Dana Britton, Shannon Jacobsen and Grace Howard
PLEASE BRING YOUR BOOK TO CLASS

In addition, a series of readings will be posted weekly on electronic reserve.

Course Requirements:

Attendance: Attendance is required. Lectures and discussions will complement and expand on the material in the book and additional readings. Students will be expected to read the material before coming to class. However, I will not monitor attendance.

Class Participation: I see my role in the classroom as being discussion leader, as opposed to a lecturer who stands in the front and lectures all class period, every class period. As such, I value class discussion and interactive learning. I am actively involved in teaching and expect you to be actively involved in learning. I will do everything I can to make this class engaging, as I believe this is the best way to learn. Be prepared to participate!

Exams: There will be two exams, each worth 25 % of your grade. These exams will be a combination of multiple choice and short-answer questions. The midterm will be Monday March 11th, and the final Weds May 1st.

Please take careful note of the examination dates.

NO MAKE UPS FOR MISSED EXAMINATIONS ARE AVAILABLE EXCEPT IN DOCUMENTED EMERGENCIES.

Communication in the Major. This course fulfills the requirements for GEP communication in the major;

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Final Paper: You will be required to prepare a multi-step paper that will constitute 40% of your final grade. The completed product will be due Wednesday May 15th. Late and emailed papers will not be accepted, except in the case of documented emergencies. These steps will include preparing an outline, draft, engaging in peer editing, detailed knowledge of correct citation formatting, and the selection of an appropriate topic/audience. Detailed instructions will be given in class.

Final presentation: You will be required to give an oral presentation to the class as a critical part of your final grade. The presentations will be given during the last week of class and final exam period. This will constitute 10% of your grade. Further details will be given in class.

Other Policies and Procedures:

Classroom etiquette: I ask that you arrive on time for class, and turn off your cell phones. I reserve the right to ask anyone texting to leave the classroom. Similarly, if you have to use a laptop, I expect you to use this only for class purposes, and only if absolutely necessary for your success in class. I would prefer that you do not use laptops or tablets in the classroom unless it is a necessary learning tool.

Email: I make an effort to respond to your emails as quickly as possible. Please understand that this does not mean I will necessarily be able to respond within a few minutes or a few hours. Typically, you can reasonably expect a response from me within one business day (note that weekends are not business days). When writing to me, please ensure you do not use text speak!

Grade scale: I do not negotiate final grades

	A = 92 to 100	A- = 89.5 to 91.5
B+ = 86.5 to 89.4	B = 82.5 to 86.4	B- = 79.5 to 82.4
C+ = 76.5 to 79.4	C = 72.5 to 76.4	C- = 69.5 to 72.4
D+ = 66.5 to 69.4	D = 59.5 to 66.4	F = Less than 59.5

Students with Special Needs: Students with special needs as documented by the Office of Disability Services should identify themselves at the beginning of the term. The Department of Sociology is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.

Academic Misconduct: Academic integrity is central to the mission of this institution. UWS 14 defines academic misconduct as any “action which a student:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student’s academic performance;
6. assists other students in any of these acts.”

UWS 14 allows for disciplinary sanctions that range from an oral reprimand to suspension or expulsion from the University. You can obtain a copy of the full academic misconduct policy through the Student Services office.

If I observe academic misconduct, or if suspicions of cheating are reported to me, I will request that the identified parties come to my office to discuss the situation, and the procedures set out in UWS 14 will be followed.

I recognize that the rules regarding academic misconduct can sometimes be confusing for students with respect to specific assignments or course work. If you have questions, I encourage you to come and see me. I am always prepared to help clarify any aspects of the work for this course that may be confusing. If you have questions or concerns about a particular assignment, you should talk with me before the assignment is submitted. Ignorance or misunderstanding of the UW System policy will not serve as a valid excuse for academic misconduct.

I reserve the right to change the syllabus to suit the pedagogical needs of the class.