



Department of Criminal Justice and Criminology
CRIJ 3340
Honors Gender & Crime
Fall 2017

Professor: Dr. Eryn Nicole O'Neal
Office: C215 George J. Beto Criminal Justice Center
Phone: 936-294-3280
Email: eno006@shsu.edu

Section: 03
Class Time: T/Th 9:30am – 10:50am
Classroom: A181
Office Hours: T/TH 11:00am – 12:30pm and by appointment

Teaching Assistant: Katherine Meeker
Email: kam132@shsu.edu
Office: CL31

COURSE MATERIAL

REQUIRED TEXTS:

Belknap, J. (2015). *The invisible woman: Gender, crime, and justice* (4th Ed). Stamford, CT: Cengage Learning.

Coates, T. (2015). *Between the world and me*. New York, NY: Spiegel & Grau.

Miller, J. (2008). *Getting played: African American girls, urban inequality, and gendered violence*. New York, NY: NYU Press.

REQUIRED ARTICLES:

Burgess-Proctor, A. (2006). Intersections of race, class, gender, and crime: Future directions for feminist criminology. *Feminist Criminology*, 1, 27-47.

Katz, J. (2014). Engaging men in prevention of violence against women. In H. Johnson, B.S. Fisher, & V. Jaquier (Eds.), *Critical issues on violence against women: International perspectives and promising strategies* (p.p. 233 – 243). New York, NY: Routledge.

O'Neal, E.N., & Beckman, L. O. (2016). Intersections of race, ethnicity, and gender: Reframing knowledge surrounding barriers to social services among Latina intimate partner violence victims. *Violence Against Women*. Advanced online publication. doi: 10.1177/1077801216646223

REQUIRED FILMS AND SHORT VIDEOS:

Alecci S., & Steptoe G. (2016, January). *Dangers for female prison guards* [Short video]. New York, NY: New York Times. Retrieved from <https://youtu.be/z1ri6xJXnUY>

- Big Think Editors. (n.d.). *Bill Nye: Race is a human construct* [Short video]. New York, NY: Big Think. Retrieved from <http://bigthink.com/think-tank/bill-nye-race-is-a-social-construct>
- Brave New Films. (2014). *What are the odds you'll go to prison?* [Short Video]. Culver City, CA: Brave New Films. Retrieved from <https://www.youtube.com/watch?v=cGFdIEZRH5k>
- Brave New Films. (2014). *How the school to prison pipeline ruins lives before they start* [Short Video]. Culver City, CA: Brave New Films. Retrieved from https://www.youtube.com/watch?v=9Qe5_1WayiI
- Brave New Films. (2014). *Why are so many women in prison?* [Short video]. Culver City, CA: Brave New Films. Retrieved from <https://www.youtube.com/watch?v=TjGoekJfrgY>
- Buzzfeed Yellow (2014, October). *What does feminism mean to you?* [Short video]. Retrieved from <https://www.youtube.com/watch?v=gG-YYu-GZ-o>
- Derbyshire Constabulary. (2015, October). *100 years of women in policing*. [Short video]. United Kingdom: Derbyshire Constabulary. Retrieved from <https://www.youtube.com/watch?v=CkbA-IWLA3k>
- DuVerney, A., Barish, H., Averick, S. (2016). *13th* [Documentary]. Los Angeles, CA: Kandoo Films.
- Garbus, L. (2003). *Girlhood: Growing up on the inside* [Documentary]. Malibu, CA: Moxie Firecracker Films.
- GivingLibrary. (2012). *Houston Area Women's Center overview* [Short video]. Houston, TX: Houston Area Women's Center. Retrieved from <https://www.youtube.com/watch?v=bQksXfIJJI>
- GivingLibrary. (2012). *Texas CASA overview* [Short video]. Austin, TX: Texas CASA. Retrieved from <https://www.youtube.com/watch?v=CLNvbKwZh0s&t=30s>
- Golladay, K. (2016). *Gender and crime lecture* [Short video]. Retrieved from <https://www.youtube.com/watch?v=mYlinVhA-IQ>
- Jhally, S., Ericsson, S., Talreja, S., Katz, J., Earp, J., & Media Education Foundation. (2013). *Tough Guise 2: Violence, manhood, & American culture* [Documentary]. Northampton, MA: Media Education Foundation.
- Jhally, S., Killoy, & Earp, J., & Media Education Foundation. (2012). *Flirting with danger: Power and choice in heterosexual relationships*. [Documentary]. Northampton, MA: Media Education Foundation.
- Katz, J. (2013, February). *Violence against women—it's a men's issue: Jackson Katz at TEDxFiDiWomen* [Short video]. New York, NY: TED. Retrieved from <https://www.youtube.com/watch?v=KTvSfeCRxe8>
- Lafayette College. (2015, October). *Kimberle Crenshaw discusses Intersectional Feminism* [Short video]. Lafayette, LA: Lafayette College. Retrieved from https://www.youtube.com/watch?v=ROWquxC_Gxc
- Mac, T. (2016). *The laws that sex workers really want* [Short video]. New York, NY: TED. Retrieved from https://www.ted.com/talks/toni_mac_the_laws_that_sex_workers_really_want?language=en

- Martin-Kessler, F. (2013). *Twelve years later: Checking in with five female lawyers* [Short video]. New York, NY: New York Times. Retrieved from <https://youtu.be/2QCzlsj1ieM>
- Motley, K. (2014). *How I defend the rule of the law* [Short video]. New York, NY: TED. Retrieved from https://www.ted.com/talks/kimberley_motley_how_i_defend_the_rule_of_law
- MTV Braless with Laci Green. (2016, June). *5 gender stereotypes that used to be the opposite*. [Short video]. Long Island City, NY: MTV Other & Kornhaber Brown.
- MTV Braless with Laci Green. (2015, August). *WTF is intersectional feminism???* [Short video]. Long Island City, NY: MTV Other & Kornhaber Brown.
- Route Eleven, & Soyheat. (2016, September). *Kids explain intersectionality* [Short video]. Retrieved from <https://www.youtube.com/watch?v=WzbADY-CmTs>
- Scully, R. K., Blavin, P., Dick, K., Ziering, A., Wadleigh, T., Kopp, A., Cutler, M., ... Anchor Bay Entertainment, Inc.,. (2015). *The hunting ground*. Beverly Hills, CA: Anchor Bay Entertainment.
- The Huffington Post. (2016, September). *Pinksourcing* [Short video]. The Huffington Post. Retrieved from https://www.youtube.com/watch?v=k_m5AlsQqcs
- Vox. (2016, August). *What people miss about the gender wage gap* [Short video]. Vox Media. Retrieved from <https://www.youtube.com/watch?v=13XU4fMIN3w>

COURSE DESCRIPTION

The course investigates definitions of gender and gender roles and how gender impacts offending, victimization, and criminal justice processing. This course also evaluates the influence of gender on working in criminal justice as professionals. Criminological theories are evaluated in light of gender and the relationship between gender and criminal justice.

**Specifically, students are encouraged to contemplate the unique position of women and girls in these roles and consider the ways in which gender roles influence criminal justice policy and society at large.*

COURSE OBJECTIVES

Upon conclusion of this course, you should be able to:

1. Describe the sociocultural and political forces that have historically contributed to the invisibility of women within criminology and criminal justice.
2. Discuss and critique the criminological discourse that attempts to account for female offending and victimization.
3. Consider the role of gender, race, and class as they continue to structure society in ways that value some lives more than others.
4. Understand gender as a social construct and identify the ways in which gender influences the criminal justice system.
5. Describe the role of gender in criminological theories and be knowledgeable about research findings on key issues.

COURSE REQUIREMENTS

This course is organized as a lecture format with class discussion. Students are required to read the assigned course material prior to each class as outlined in the schedule section of this syllabus. Students are also required to attend class, participate in class discussions, ask critical questions, and take diligent notes. Your final grade will be based on reading quizzes, three exams, (all of which are weighted equally in the calculation of the final grade), a paper, and class participation (e.g., documentary screenings). Finally, in efforts to prepare students for the exams, mandatory workshops will be held prior to exam due dates (participation points awarded for attendance).

COURSE READINGS: Your success in this course is contingent on reading *all* assigned material. Although I lecture on course readings, my lectures alone will be enough to earn high marks on the exams. Class lectures will *supplement* the readings and help you to better understand and synthesize the assigned material. My lecture slides will be made available to you through Top Hat to assist in your exam preparation. My personal lecture notes will **not** be made available to students. I have provided space at the bottom of this syllabus for you to record classmate contact information. Please reach out to fellow classmates if you miss class and would like notes. ****NOTE:** all reading should be completed prior to the class period in which it is listed on the syllabus.

QUIZZES ON THE READINGS (45 POINTS): Assigned readings must be completed before each class. As stated above, everyone must read all the readings. Nine classes will start with a quiz on the readings. Each quiz consists of five questions (worth 1 point each) that include a combination of true/false and multiple choice questions. If you are late, you will miss the quiz. These quizzes serve three primary functions. First, I want to provide students with a point-based incentive to read the assigned material with close eyes. Second, when students read the material, richer discussions can take place in the classroom. Third, some of the exam questions will be taken directly from the quizzes; therefore, each quiz will serve as a study tool.

DOCUMENTARY DAYS (30 POINTS): I have dedicated three class periods to documentary screenings (no lecture those days). Attendance at each screening is worth 10 points (30 points total). Attendance is mandatory to earn class participation points. A sign-in sheet will be used to record attendance.

EXAM WORKSHOPS (30 POINTS): I have devoted three class meetings to exam preparation. I will cover exam topics and answer any student questions/concerns. Attendance at each workshop is worth 10 points (30 points total). Attendance is mandatory to earn class participation points. A sign-in sheet will be used to record attendance.

EXAMS (300 POINTS [EXAM 1: 100 POINTS; EXAM 2: 100 POINTS; EXAM 3: 100 POINTS]): There will be three in-class exams during this course. Each exam is made up of 40 questions that include a combination of true/false and multiple-choice questions. *You must bring a Scantron and No. 2 pencil to class on exam days.* Questions are worth 2.5 points each (100 points total per exam). Exams will test your knowledge of the readings and lectures; however, questions from other course material (i.e. films) will also appear on exams. ****NOTE:** You can bring one 4x6 index card crib sheet (i.e. “cheat sheet”) to class on exam day. Your crib sheet must be hand-written (not typed); you are permitted to use both sides of the index card. All electronic devices must be put away during exams.

FILM PAPER ASSIGNMENT (100 POINTS): Students will critically examine the images of female victims, offenders, and/or working women (in the criminal justice system) in film. Based on what we have read and discussed in class, you will discuss whether these images are realistic or stereotypical (or

both). You are required to provide evidence and examples to illustrate these points. You will also be evaluated on how well you apply and demonstrate your understanding of course concepts and theory. Students will also discuss the likely effect of these images on the attitudes of viewers toward the female victims, offenders, agency officials, CJ institutions, and programs. Detailed guidelines about this assignment are included at the conclusion of this syllabus.

GRADING

The grading breakdown is as follows:

Exams (100 points each):	300 points
Film paper assignment	100 points
Quizzes on the readings:	45 points
Class participation:	60 points
<i>Workshops</i>	<i>(30 points)</i>
<i>Documentary days:</i>	<i>(30 points)</i>
TOTAL:	505 points

Letter Grade	Percent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 or below

EXTRA CREDIT

Students will have at least one opportunity to earn extra credit in this course. Announcements regarding extra credit opportunities will be made during class.

IMPORTANT INFORMATION

INCLUSIVE COURSE: This class will be taught in an inclusive and comfortable space that is intellectually challenging. As the professor, I will work to foster an environment that is supportive, accepting, respectful, and intellectually stimulating. However, these classroom goals are contingent on your active participation as well. I expect all students to contribute to the shaping of an inclusive, comfortable, and educational setting by honoring the diverse backgrounds, statuses, and experiences of your fellow classmates. With that said, let's be mindful of a few things: (1) do not talk while another is talking; (2) your opinion is not necessarily fact; and (3) effective communication requires active listening and evidence to support any claims (e.g., textbook readings, current events, articles, material from other classes, etc.). The field of criminal justice is characterized by a diverse continuum of perspectives, and the university educational experience requires that we examine issues from numerous angles. With this in mind, do not verbally attack another because their position is different than yours. Instead, practice refining your discussion/debate skills by becoming more informed about issues that interest you (even better, practice taking the alternative position and defending it). These are invaluable skills which are useful both professionally and interpersonally.

TAKING A COURSE THAT COVERS SENSITIVE TOPICS: This class covers topics that deal with violence against women and other sensitive topics. Much of the teaching materials used in this class are

inherently emotive, meaning that they have the potential to cause intense feelings, especially for individuals that have experienced trauma in their lives. Violence against women is a relatively common occurrence. Therefore, given the ubiquity (widespread nature) of violence against women, students may find topics uncomfortable because of personal past experiences or the experiences of family and/or friends. Please show respect for your classmates. Please take care of yourself throughout the semester. If you need to talk to someone about issues that are brought up in this course, please feel free to contact the university counseling center or the various resources available throughout Huntsville (see end of syllabus for relevant contact information). ****NOTE:** Please keep in mind that I am a mandated reporter for sexual harassment, discrimination, and sexual assault.

TOP HAT: We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/310449>
Note: our Course Join Code is 310449

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

LATE/MAKEUP POLICY:

Exams: Makeup exams will not be permitted (*unless approved by me in advance for extenuating circumstances*). Permission to take a makeup exam must be granted prior to the test date. The makeup exam must be taken within three days of the original exam date. You must schedule your makeup exam around your TA's availability.

Exam workshops: *Unless approved by me in advance for extenuating circumstances*, if you do not attend a workshop, you will receive zero participation points for that day. To receive full points, you must be in class on time to sign the attendance sheet and you must stay for the full class period.

Documentary days: *Unless approved by me in advance for extenuating circumstances*, if you do not attend a documentary day, you will receive zero participation points for that day. To receive full points, you must be in class on time to sign the attendance sheet and you must stay for the full class period.

CONTACT POLICY: Please see the top of this syllabus for my contact information and office hours. Please stop by during my office hours if you have any questions or concerns that are not addressed during

class and/or workshops. **For all email correspondence, please note that your TA, Katherine Meeker, is your first point of contact.** Her email address is also provided at the top of this syllabus.

ATTENDANCE POLICY: An attendance sheet will be passed around at the start of class. While you will only earn participation “points” for exam workshops, documentary days, and the in-class assignment, I record attendance during the semester to use as part of my decision regarding borderline final grades. Class attendance facilitates learning; do not underestimate the importance of showing up.

<http://www.shsu.edu/dotAsset/2401862f-7847-47e3-89a9-77ba7231c811.pdf>

ACADEMIC HONESTY: The academic community operates on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when academic dishonesty occurs, either inadvertently or deliberately. Academic dishonesty will NOT be tolerated and is regarded as a VERY serious matter. You assume full responsibility for the content and integrity of the academic work you submit. The guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Academic Dishonesty includes, but is not limited to:

1. Cheating: intentionally using or attempting to use unauthorized material, information, or study aids in any academic exercise; copying or allowing someone to copy any portion of a required assignment; turning in work previously completed for another course
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. Plagiarism: knowingly copying any portion of another’s work without proper citation (this includes paraphrasing or summarizing others’ work without citing them)
4. Interference: changing, stealing, impeding, or destroying another student’s work
5. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<https://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

DISABILITY ACCOMMODATION: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until

you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

<http://www.shsu.edu/dept/disability/>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS AND FACILITIES: The use by students of electronic devices is prohibited. Laptops may be used for the purpose of note taking only. Arrangements for handling potential emergency situations may be granted at my discretion. Failure to comply with this policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of an electronic device (i.e., cell phone, computer, tablet) during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty.

<https://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>

UNIVERSITY AND COMMUNITY RESOURCES:

Academic Success Center (writing):	(936) 294-3682
Mentoring Office (tutoring, study skills):	(936) 294-4367
SHSU Counseling Center:	(936) 294-1720
SHSU Student Health Center:	(936) 294-1805
SHSU University Police Dept.:	(936) 294-1794
Huntsville SAAFE House-Hotline:	(936) 291-3369
Huntsville SAAFE House-Office:	(936) 291-3529
Montgomery County Women’s Center:	(936) 441-7273
Texas Association Against Sexual Assault:	1-888-91-TAASA
Rape, Abuse, and Incest National Network:	1-800-656-HO

Welcome to Gender & Crime!

COURSE SCHEDULE

*Subject to modifications as the semester progresses (e.g., after mid-semester evaluations)

Date	Topic	Readings & Assignments
WEEK 1: INTRODUCTION		
TH 8/24	Course Introduction: Welcome to Gender and Crime Syllabus Overview	
WEEK 2: THEORY		
T 8/29	The Emergence of Gender in Criminology	· Belknap Ch. 1
TH 8/31	A Critique of Mainstream/"Malestream" Theories Feminist and Pro-Feminist Theories	· Belknap Ch. 2 & Ch. 3 · Reading quiz 1
WEEK 3: WOMEN'S AND GIRLS' OFFENDING		
T 9/5	A Gendered Account of Women's and Girls' Offending Processing Women and Girls in the Criminal Legal System	Belknap Ch. 4 & Ch. 5
TH 9/7	Incarcerated Women and Girls	· Belknap Ch. 6 · Reading quiz 2
WEEK 4: GENDER-BASED ABUSE		
T 9/12	Gender-Based Abuse and Sexual Abuse	· Belknap Ch. 7 & Ch. 8
TH 9/14	Exam Workshop 1	· Reading quiz 3
WEEK 5: GENDER-BASED ABUSE (CONTINUED)		
T 9/19	Exam 1	
TH 9/21	Relationship Violence and Stalking	· Belknap Ch. 9
WEEK 6: WOMEN WORKING IN THE CRIMINAL LEGAL SYSTEM		
T 9/26	Documentary Day – "The Hunting Ground" or "Flirting with Danger"	
TH 9/28	Women Working in Prisons and Jails	· Belknap Ch. 10 · Reading quiz 4
WEEK 7: WOMEN WORKING IN THE CRIMINAL LEGAL SYSTEM (CONTINUED)		
T 10/3	Women Working in Policing	· Belknap Ch. 11
TH 10/5	Women Working in Courts	· Belknap Ch. 12 · Reading Quiz 5
WEEK 8: CONCLUSIONS		
T 10/10	Recent Advancements and Expectations for Solutions Effecting Change: Men's Engagement in VAW Prevention	· Belknap Ch. 13 · Katz (2015)
TH 10/12	Exam Workshop 2	· Reading quiz 6
WEEK 9: RACE, GENDER, JUSTICE, AND MASS INCARCERATION		
T 10/17	Exam 2	
TH 10/19	Documentary Day – "13 th "	· Burgess-Proctor (2006)
WEEK 10: THEORY AND PERSPECTIVES ON GENDER AND RACE		
T 10/24	Intersectionality, Social Identities, Criminology, & Criminal Justice	· O'Neal & Beckman (2017)
TH 10/26	Perspectives on Gender and Urban Violence	· Miller Ch. 1 · Reading quiz 7

WEEK 11: VIOLENCE AGAINST AFRICAN AMERICAN WOMEN AND GIRLS		
T 10/31	Neighborhood Violence Against Women and Girls	Miller Ch. 2
TH 11/2	Sexual Harassment in School, Sexual Coercion, and Violence Against Girls	· Miller Ch. 3 & Ch. 4 · Reading quiz 8
WEEK 12: MASCULINITY AND VIOLENCE		
T 11/7	The Playa' and the Cool Pose: Gender and Relationship Violence	· Miller Ch. 5
TH 11/9	Documentary Day – “Tough Guise 2”	· Miller Ch. 6 · Film paper assignment due
WEEK 13: NO CLASS		
T 11/14	<u>NO CLASS – American Society of Criminology</u>	· Coates Ch. 1, Ch. 2, & Ch. 3
TH 11/16	<u>NO CLASS – American Society of Criminology</u>	
WEEK 14: VIOLENCE AGAINST AND THE POLICING OF AFRICAN AMERICAN MEN		
T 11/21	Between the World and Me	
TH 11/23	<u>NO CLASS – Thanksgiving Break</u>	
WEEK 15: VIOLENCE AGAINST AND THE POLICING OF AFRICAN AMERICAN MEN		
T 11/28	Between the World and Me	· Coates Ch. 1, Ch. 2, & Ch. 3
TH 11/30	Exam 3 Workshop	· Reading quiz 9
WEEK 16: FINALS WEEK		
T 12/5		
TH 12/7	Final 9:30am – 11:30am	

Two fellow classmates/colleagues I can contact for lecture notes if I miss class:

Name:

Email:

Name:

Email:

FILM PAPER GUIDELINES

Choose and view a film. The films for this assignment specifically depict women or girls as offenders, victims, and/or workers in the criminal justice system.

****NOTE:** many of the films below depict characters in more than one role (e.g., victims and offenders).

Women/girls as offenders

Chicago (2002)

Monster (2003)

Sherrybaby (2006)

Thelma and Louise (1991)

Women/girls as victims

The Burning Bed (1984)

The Accused (1988)

Women as workers in the CJ system

Miss Congeniality (2000)

Coma (1978)

Legally Blonde (2001)

Substantive Expectations (70 points)

Part I: The plot and characters (20)

- In no more than one page (total), briefly summarize the plot of the film and briefly describe the key female character(s) in the film.

Part II: Critical examination (50)

- Critically examine the images of female victims, offenders, and/or working women (in the criminal justice system) that dominate the film. Based on what we have read and discussed in class, are these images realistic or stereotypical (or both)? Be sure to provide evidence and examples to illustrate these points. You will also be evaluated on how well you apply and demonstrate your understanding of course concepts and theory.
- Discuss the likely effect of these images on the attitudes of viewers toward the female victims, offenders, agency officials, CJ institutions, and programs.
- Imagine the film with the same basic plot and characters, except the gender of the main character is changed to be a man or boy. In what ways would the film be affected? For example, how would this alter the tone of the film, the viewer's attitude toward the characters (offender, victim, agency professional), and the overall moral of the story or effect of the film?

Structure and Organization (5 points)

- Does the paper have an introductory paragraph with a roadmap?
- Is the purpose of this paper clearly stated?
- Is there a conclusion?
- Is the substantive content of this paper separated by headings?

Proper Citation (5 points)

- Do in-text citations follow the APA guidelines?
- Is there a correctly formatted references page that includes ALL sources cited in the text?
- Are ALL authoritative statements and generalizations backed with citations?

Grammar (10 points)

- Is this paper written in a clear, concise, and coherent fashion?
- Are there grammatical/spelling errors?
- Is the paper written in a formal (and non-conversational) fashion?
- This paper is not written in the first person (e.g., I, we, our, us, my, me).
- There are no contractions or slang in the body of this paper.
- There are no more than 2 direct quotes in this paper

General Requirements (5 points)

- Title page (with a meaningful title)

- 4-5 pages of typed text (excluding title and references pages)

Writing Center Requirement (5 points)

- You must provide evidence with your final draft that you have visited the Sam Houston Writing Center for help on this paper.

Papers are due November 9 and must be handed in at the beginning of class. Papers not in my possession by this time are considered late (this includes papers left in my mailbox or outside my office or under my door during the class period). Please note that I do not accept papers via email. Poor time management, computer failures, time conflicts with assignments for other classes, etc. are NOT legitimate excuses for late papers.

*Thanks to Dr. Teresa Severance for creating and sharing this assignment.