



**Department of Criminal Justice and Criminology  
CRIJ 7371  
Gender & Crime  
Spring 2018**

Professor: Dr. Eryn Nicole O'Neal  
Office: C215 George J. Beto Criminal Justice Center  
Phone: 936-294-3280  
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Section: 02  
Class Time: Th 1:00pm – 3:50pm  
Classroom: A205  
Office Hours: Thursdays 11:00am – 12:30pm and by appointment

**COURSE MATERIAL**

**REQUIRED TEXTS:**

- Abelson, E. S. (1992). *When ladies go a-thieving: Middle-class shoplifters in the Victorian department store*. New York, NY: Oxford University Press.
- Bancroft, L. (2003). *Why does he do that?: Inside the minds of angry and controlling men*. New York, NY: The Berkley Publishing Group.
- Bergen, R. K. (1996). *Wife rape*. Los Angeles, CA: Sage Publications.
- Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.
- Coates, T. (2015). *Between the world and me*. New York, NY: Spiegel & Grau.
- Dewey, S., & Kelly, P. (Eds.). (2011). *Policing pleasure: Sex work, policy, and the state in global perspective*. New York, NY: NYU Press.
- Fisher, B. S., Daigle, L. E., & Cullen, F. T. (2009). *Unsafe in the ivory tower: The sexual victimization of college women*. Los Angeles, CA: Sage Publications.
- Katz, J. (2006). *Macho Paradox: Why some men hurt women and how all men can help*. Naperville, IL: Sourcebooks, Inc.
- Miller, E. M. (1987). *Street woman*. Philadelphia, PA: Temple University Press.
- Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Los Angeles, CA: Sage.
- Spohn, C., & Tellis, K. (2014). *Policing and prosecuting sexual assault: Inside the criminal justice system*. Boulder, CO: Lynne Rienner Publishers.
- Ullman, S. E. (2010). *Talking about sexual assault: Society's response to survivors*. Washington, DC: American Psychological Association.
- Zietz, D. (1981). *Women who embezzle or defraud: A study of convicted felons*. New York, NY: Praeger Publishers.

**REQUIRED ARTICLES:**

- Chesney-Lind, M. (2006). Patriarchy, crime, and justice: Feminist criminology in an era of backlash. *Feminist Criminology*, 1, 6-26.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.

- Daly, K. (1997). Different ways of conceptualizing sex/gender in feminist theory and their implications for criminology. *Theoretical Criminology*, 1, 25-51.
- Hartman, A. (1990). Many ways of knowing, *Social Work*, 35, 3-4.
- Paternoster, R., & Smith, D A. (1987). The gender gap in theories and deviance: Issues and evidence. *Journal of Research in Crime & Delinquency*, 24, 140-172.
- Simpson, Sally S. (1989). Feminist theory, crime and justice. *Criminology*, 27, 605-631
- Steffensmeier, D., & Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending. *Annual Review of Sociology*, 22, 459-487.

### **RECOMMENDED TEXTS:**

- Dynel, L. *Leaving Dorian: A memoir of hope*. Lockport, NY: Ella Bard Press.
- Gay, R. (2014). *Bad feminist*. New York, NY: HarperCollins Publishers
- Luther, J. (2016). *Unsportsmanlike conduct: College football and the politics of rape*. Brooklyn, NY: Akashic Books.
- Tarvis, C. (1993). *The mismeasure of women*. New York, NY: Simon & Schuster.

### **COURSE DESCRIPTION**

The course investigates definitions of gender and gender roles and how gender impacts offending, victimization, and criminal justice processing. *\*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 seminar format. 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 class participation, submitted discussion questions, leading discussion, and a final comprehensive exam.

**COURSE READINGS AND CLASS PARTICIPATION:** Your success in this course is contingent on reading *all* assigned material. All reading should be completed prior to the class period in which it is listed on the syllabus. I will assess student contributions to discussion during each class. Please note that quality is more important than quantity. Please feel free to contact me if you have questions about your participation grade.

**DISCUSSION QUESTIONS:** Students are required to submit three discussion questions each week. These questions must reflect a critical review of the assigned reading from a theoretical and/or practical perspective. Discussion questions will be reviewed during class. Questions are due (sent via email to me) no later than 8am the day of class. You must attend class to get credit for this assignment.

**LEADING DISCUSSION:** Students will be responsible for leading discussion in class. Presentation of reading material should be technology-free and informal to encourage participation from all classmates. Preparing handouts for fellow classmates is encouraged. Discussion leaders should provide an overview of key themes, raise insightful points for discussion regarding the readings' strengths, weaknesses, contributions, and discuss implications and directions for future research. Students will submit topic preferences on the first day of class and presentations will be assigned on a first-come, first-served basis.

**FINAL EXAM:** A comprehensive take-home exam will be administered at the end of the semester.

## GRADING

The grading breakdown is as follows:

Class participation:	20 points
Discussion questions:	20 points
Leading Discussion:	20 points
Final Exam	40 points
<b>TOTAL:</b>	<b>100 points</b>

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

## **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.

**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 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.

### **LATE/MAKEUP POLICY:**

**Exam:** Makeup exams will not be permitted (*unless approved by me in advance for extenuating circumstances*).

**Assignments:** Late work (e.g., discussion questions) will not be accepted.

**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.

**ATTENDANCE POLICY:** An attendance sheet will be passed around at the start of class.

<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

**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:

<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

**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](mailto: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/dept/academic-affairs/aps/aps-students.html>

**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/dept/academic-affairs/aps/aps-students.html>

**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.

<http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

**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-HOPE

*Welcome to Gender & Crime!*

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## COURSE SCHEDULE

### **Week #1 (January 18): Introduction to Gender Studies, Part I**

Hartman, A. (1990). Many ways of knowing, *Social Work*, 35, 3-4.

Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Los Angeles, CA: Sage.

\*Assign discussion leaders

### **Week #2 (January 25): Introduction to Gender Studies, Part II**

Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

### **Week #3 (February 1): Gender Gap in Crime and Feminist Theories**

Chesney-Lind, M. (2006). Patriarchy, crime, and justice: Feminist criminology in an era of backlash. *Feminist Criminology*, 1, 6-26.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.

Daly, K. (1997). Different ways of conceptualizing sex/gender in feminist theory and their implications for criminology. *Theoretical Criminology*, 1, 25-51.

Paternoster, R., & Smith, D A. (1987). The gender gap in theories and deviance: Issues and evidence. *Journal of Research in Crime & Delinquency*, 24, 140-172.

Simpson, Sally S. (1989). Feminist theory, crime and justice. *Criminology*, 27, 605-631

Steffensmeier, D., & Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending. *Annual Review of Sociology*, 22, 459-487.

### **Week #4 (February 8): Understanding Specific Offending, Part I**

Miller, E. M. (1987). *Street woman*. Philadelphia, PA: Temple University Press.

### **Week # 5 (February 15): No Class – ACJS**

### **Week #6 (February 22): Understanding Specific Offending, Part II**

Abelson, E. S. (1992). *When ladies go a-thieving: Middle-class shoplifters in the Victorian department store*. New York, NY: Oxford University Press.

### **Week #7 (March 1): Understanding Specific Offending, Part III**

Zietz, D. (1981). *Women who embezzle or defraud: A study of convicted felons*. New York, NY: Praeger Publishers.

### **Week #8 (March 8): Understanding Specific Victimization, Part I**

Bergen, R. K. (1996). *Wife rape*. Los Angeles, CA: Sage Publications.

### **Week #9 (March 15): No Class – Spring Break**

### **Week #10 (March 22): Understanding Specific Victimization, Part II**

Fisher, B. S., Daigle, L. E., & Cullen, F. T. (2009). *Unsafe in the ivory tower: The sexual victimization of college women*. Los Angeles, CA: Sage Publications.

### **Week #11 (March 29): Institutional Responses to Victimization and Offending, Part I**

Ullman, S. E. (2010). *Talking about sexual assault: Society's response to survivors*. Washington, DC: American Psychological Association.

### **Week #12 (April 5): Institutional Responses to Victimization and Offending, Part II**

Spohn, C., & Tellis, K. (2014). *Policing and prosecuting sexual assault: Inside the criminal justice system*. Boulder, CO: Lynne Rienner Publishers.

**Week #13 (April 12): Institutional Responses to Victimization and Offending, Part III**

Dewey, S., & Kelly, P. (Eds.). (2011). *Policing pleasure: Sex work, policy, and the state in global perspective*. New York, NY: NYU Press.

**Week #14 (April 19): Focusing on Men, Part I**

Katz, J. (2006). *Macho Paradox: Why some men hurt women and how all men can help*. Naperville, IL: Sourcebooks, Inc.

**Week #15 (April 26): Focusing on Men, Part II**

Bancroft, L. (2003). *Why does he do that?: Inside the minds of angry and controlling men*. New York, NY: The Berkley Publishing Group.

*\*Final exam emailed to students*

**Week #16 (May 3): Focusing on Men, Part III**

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

*\*Take-home exam due via email by midnight*

**Finals Week (May 10):**

No exam during finals week