

San José State University
Justice Studies Department
JS 150, Gender & Crime, Section 1, Spring 2023

Course and Contact Information

Instructor(s): Dr. Gema Cardona

Office Location: Via Zoom

Telephone: Email is the best way to reach me

Email: gema.cardona@sjsu.edu

Office Hours: Thursdays, noon – 2:00 pm or by appointment ([Calendly Sign-up](#))

Class Days/Time: Mondays & Wednesdays, noon – 1:15 pm (in person)

Classroom: DMH 234

Prerequisites: Any 100W.

GE/SJSU Studies Category: E

Course Format

This course will be held in person but will lean heavily on the use of our online Canvas portal.

Course materials, such as syllabus, readings, handouts, and assignment instructions can be found on our [Canvas portal](#). Every student is responsible for regularly checking the Canvas announcements from the professor and MySJSU on [Spartan App Portal](#) to learn of any updates.

Course Description

This course engages in an analysis of gender and its influence on criminal participation and victimization, treatment in the criminal justice system, and those working in the criminal justice field. Emphasis on women's experiences.

This course is designed and organized to engage in critical dialogue and analysis of the intersection between gender, race, and crime. As such, discussions and readings will provide a theoretical foundation of key concepts such as intersectionality theory, gendered-based violence, and the carceral state. Moreover, students will engage in critical dialogue related to how the educational system and law play a role in the criminalization of racialized-gendered people. The course will also focus on one ethnographic study that provides data and an in-depth analysis of the question of gender and crime.

Course Learning Outcomes (CLO)

The course learning outcomes (CLO's) of this course are listed below. Upon successful completion of this course, students should be able to:

1. To understand the intersection between gender, women, and crime.
2. To demonstrate mastery in applying key concepts as they relate to women as victims, offenders, and professionals.
3. Review, apply, and critique the most recent interdisciplinary scholarly literature on gender, race, and crime.
4. To critically read and apply data (and information) from scholarly journal articles to personal experiences and/or the everyday world.
5. Lastly, to continuously demonstrate their knowledge of the course content by posing questions, contributing ideas, and engaging in respectful dialogue with their peers and the professor.

Required Texts

Textbooks

1. *Arrested Justice: Black Women, Violence, and America's Prison Nation* by Beth E. Richie
ISBN-10: 081477623X
ISBN-13: 978 – 0814776230
2. *Between Good & Ghetto: African American Girls and Inner-City Violence* by Nikki Jones
ISBN-10: 081354615X
ISBN-13: 978 – 0813546155

**The Kindle version is acceptable if unable to access the paperback version.

Supplemental readings assigned by topic will be posted on our Canvas website. The reading schedule is subject to change to facilitate class discussion, address any current events during the semester, and/or accommodate guest speakers.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials – such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins (silke.higgins@sjsu.edu) (408) 808-2118

Course Requirements and Assignments

A student's final grade is based on the completion of several assignments and activities, including in-class and out-of-class writing assignments, discussions, presentations, and online activities. The assessments and corresponding percentage that each assignment accounts for in the final grade are as follows:

1. Discussion Reading Responses (35%)
2. Presentation & Analytical Paper (25%)
3. Final Exam (25%)
4. Participation in class discussions (15%)

*****Final Examination is take-home and scheduled for May 19, 2023**

Readings

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to discuss the assigned readings in order to engage with the material together. Be sure to keep up with current events and human rights news to discuss in class.

Course Assignment Descriptions

1. **Discussion Reading Responses:** Students will read a variety of materials and respond to them on Canvas in a discussion format between weeks 2 to 5 of the semester. There is a total of 5 discussion reading responses due. The discussion responses will focus on asking students to define key terms and/or concepts from the course readings prior to coming to class. For each discussion reading response, students will write a brief response (120-150 words) to a series of questions posed by the professor related to the reading(s) for the designated class session. The discussion reading responses are meant to be pre-work to come prepared to class.
2. **Presentation & Analytical Paper:** Students will select and sign-up to present on a topic and specific reading during weeks 7-9 and 15-16 of the semester. Students will sign-up during the first few weeks of class and will be responsible to prepare and present a presentation to the class on their designated reading/topic. A detailed prompt and instructions will be shared in Canvas.
3. **Final Exam:** The final exam prompt(s) will be distributed via Canvas at least *one week* before the due date. The final exam will be take-home and include open-ended questions related to course content, discussion, and assignments readings/textbooks.
4. **Classroom Activities, Discussion, & Participation:** JS 150 requires a great deal of classroom discussion and interaction between students, and class engagement is fundamental to course objectives. Discussions and classroom activities are designed to help students successfully achieve all learning objectives and reflect upon their experiences in the field.

Grading Information

This course will be using the +/- system on final grades based on the following percentages:

| <i>Grade</i> | <i>Percentage</i> |
|----------------|-------------------|
| <i>A plus</i> | <i>96 to 100%</i> |
| <i>A</i> | <i>93 to 95%</i> |
| <i>A minus</i> | <i>90 to 92%</i> |
| <i>B plus</i> | <i>86 to 89 %</i> |
| <i>B</i> | <i>83 to 85%</i> |
| <i>B minus</i> | <i>80 to 82%</i> |
| <i>C plus</i> | <i>76 to 79%</i> |
| <i>C</i> | <i>73 to 75%</i> |
| <i>C minus</i> | <i>70 to 72%</i> |

| <i>Grade</i> | <i>Percentage</i> |
|----------------|-------------------|
| <i>D plus</i> | <i>66 to 69%</i> |
| <i>D</i> | <i>63 to 65%</i> |
| <i>D minus</i> | <i>60 to 62%</i> |

A “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

SJSU Policies

[University Syllabus Policy S16-9](#)

Office of Graduate and Undergraduate Programs’ Syllabus Information:

<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

SJSU’s Credit Hour Requirement

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

More details about student workload can be found under the [University Policy S12-3](#).

Academic Integrity and Plagiarism

Students should review SJSU’s Academic Integrity Policy.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

The University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit or plan to submit for another class, please note that the SJSU Policy F06-1 requires the approval of instructors.

Classroom Community Standards

1. This course depends on participation, discussion, and interaction. Students are expected to be on time for the class out of respect for their colleagues and professor. Prepare for class to ensure you can contribute to the discussion.
2. All classroom participants are expected to foster an environment that encourages respectful participation, rather than silencing others (be respectful to one another, do not insult others, elevate alternative views with an open mind). We will discuss ground rules and develop classroom standards at the beginning of the semester.
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.

4. Students are responsible for any notes and materials missed in their absence.
5. Any late assignments will have 1 point taken off for every day (24 hours) that they are late. Late final project reports/presentations or late chapter presentations will not be accepted.
6. If you are unable to attend any of the class sessions, please communicate with the professor and/or classmates (for presentations).
7. I usually respond to emails within 24 hours or sooner during weekdays. I do not check email over the weekend or on holidays.
8. It is each student's responsibility to check attachments and Canvas submissions before submitting assignments. If you experience issues with Canvas when submitting assignments, please email to troubleshoot prior to emailing the assignment.
9. Set Canvas settings to receive immediate notifications of announcements, assignments, etc.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity by reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for the recording of the class, etc., and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Consent for Recording of Class and Public Sharing of Instructor Materials

University [Policy S12-7](#) requires students to obtain the instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording them. You must obtain the instructor's written/emailed permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor, you have not been given any rights to reproduce and/or distribute the material.”

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website (<http://www.sjsu.edu.writingcenter>). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives – personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San Jose State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional, and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Schedule

Note: The following course schedule is subject to change with fair notice. Visit the course website on Canvas for articles and reading reflection assignments. Check Canvas regularly for announcements and updates to the syllabus and course schedule.

JS 150: Gender & Crime (Spring 2023)

| Week | Themes & Readings |
|--------|---|
| Week 1 | <p><i>Introduction to class and syllabus</i></p> <p><u>Wednesday, January 25th</u></p> <ul style="list-style-type: none"> • Professor and student introductions • Course/syllabus overview • Community Agreements |
| Week 2 | <p><i>Theoretical Grounding: The Modern Gender System & Victimhood</i></p> <p><u>Monday, January 30th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • Lugones, M. (2007). Heterosexualism and the Colonial/Modern Gender System. <i>Hypatia</i>, 22(1), 186-209. [Available in Canvas]. • “An Overview of Sex, Gender, and Sexuality.” (2016) in <i>Sex, Sexuality, Law, and (In)Justice</i>. E-Book: https://www-taylorfrancis-com.libaccess.sjlibrary.org/books/edit/10.4324/9781315723754/sex-sexuality-law-justice-henry-fradella-jennifer-sumner <p>*Discussion Reading Response #1 Due*</p> <p><u>Wednesday, February 1st</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • hooks, b. (1995). “Refusing to be a victim: Accountability and Responsibility.” In <i>Killing rage: Ending racism</i>. [Available in Canvas]. • Loftus, J. “Offenders and Enforcers: Women in Criminal Justice” [Available in Canvas]. |

| Week | Themes & Readings |
|--------|--|
| Week 3 | <p data-bbox="289 184 1206 218"><i>Theoretical Grounding: Intersectionality & Gendered-Based Violence</i></p> <p data-bbox="289 258 589 291"><u>Monday, February 6th</u></p> <p data-bbox="289 331 410 365"><i>Readings</i></p> <ul data-bbox="337 373 1446 478" style="list-style-type: none"> <li data-bbox="337 373 1446 478">• Crenshaw, K. (1991). Mapping the margins: Intersectionality, Identity Politics, and Violence Against Women of Color. <i>Stanford Law Review</i>, 43(6), 1241. [Available in Canvas]. <p data-bbox="289 518 821 552">*Discussion Reading Response #2 Due*</p> <p data-bbox="289 592 634 625"><u>Wednesday, February 8th</u></p> <p data-bbox="289 665 410 699"><i>Readings</i></p> <ul data-bbox="337 707 1349 812" style="list-style-type: none"> <li data-bbox="337 707 1349 741">• Jones, N. (2016). The Gender of Police Violence. [Available in Canvas]. <li data-bbox="337 743 1349 812">• #Sayhername Report. The African American Policy Forum. Available here: https://www.aapf.org/sayhername <p data-bbox="289 852 821 886">*Discussion Reading Response #3 Due*</p> |
| Week 4 | <p data-bbox="289 924 537 957"><i>The Carceral State</i></p> <p data-bbox="289 997 605 1031"><u>Monday, February 13th</u></p> <p data-bbox="289 1071 410 1104"><i>Readings</i></p> <ul data-bbox="337 1113 1425 1218" style="list-style-type: none"> <li data-bbox="337 1113 1425 1218">• Lytle Hernandez, K., K.G. Muhammad, & H.A. Thompson. (2015). <i>Introduction: Constructing the Carceral State</i>. <i>Journal of American History</i>. [Available in Canvas]. <p data-bbox="289 1257 651 1291"><u>Wednesday, February 15th</u></p> <p data-bbox="289 1331 410 1365"><i>Readings</i></p> <ul data-bbox="337 1373 1446 1440" style="list-style-type: none"> <li data-bbox="337 1373 1446 1440">• Richie, B.E. & Martensen, K.M. (2020). <i>Resisting Carcerality, Embracing Abolition: Implications for Feminist Social Work Practice</i>. [Available in Canvas]. <p data-bbox="289 1480 821 1514">*Discussion Reading Response #4 Due*</p> |
| Week 5 | <p data-bbox="289 1554 889 1587"><i>Male Violence & the American Prison Nation</i></p> <p data-bbox="289 1627 605 1661"><u>Monday, February 20th</u></p> <p data-bbox="289 1701 410 1734"><i>Readings</i></p> <ul data-bbox="337 1743 1468 1810" style="list-style-type: none"> <li data-bbox="337 1743 1468 1810">• Richie, B.E. <i>Arrested Justice: Black Women, Violence, and America's Prison Nation</i> (Introduction: Chapter 1, Chapter 2) |

| Week | Themes & Readings |
|--------|--|
| | <p><u>Wednesday, February 22nd</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Richie, B.E. <i>Arrested Justice: Black Women, Violence, and America's Prison Nation</i> (Chapter 4) <p>*Discussion Reading Response #5 Due*</p> |
| Week 6 | <p><i>Schooling & Criminalization</i></p> <p><u>Monday, February 27th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Holloway, K. E. (2021). "Consequences of Police in Schools: The Criminalization of Children in an Era of Mass Incarceration." <i>Hastings Race and Poverty Law Journal</i>. [Available in Canvas]. <p><u>Wednesday, March 1st</u></p> <ul style="list-style-type: none"> Morris, M.W. (2016). <i>Pushout: The criminalization of Black girls in schools</i>, Chapter 1 [Available in Canvas]. Spector, C. (2020). "Schools need to acknowledge their part in the criminalization of Black youth, Stanford scholar says." <i>Stanford Graduate School of Education</i>. Available here: https://ed.stanford.edu/news/schools-need-acknowledge-their-part-criminalization-black-youth-stanford-scholar-says |
| Week 7 | <p><i>Women, Gender & Incarceration</i></p> <p><u>Monday, March 6th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Ryder, J.A. (2020). "Enhancing Female Prisoner's Access to Education." [Available in Canvas]. Sawyer, W. (2018). "The Gender Divide: Tracking Women's State Prison growth." Retrieved here: https://www.prisonpolicy.org/reports/women_overtime.html <p><u>Wednesday, March 8th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> McLearen, A., Breshears, K., Mowell, D., & Leukefeld, K. (2012). A room of their own: Progressive prison programs for women. <i>Corrections Today</i>, 83(1), 34-39. [Available in Canvas]. The sentencing project: https://www.sentencingproject.org/fact-sheet/incarcerated-women-and-girls/ |

| Week | Themes & Readings |
|---------|--|
| Week 8 | <p><i>The Crime Gender Gap</i></p> <p><u>Monday, March 13th</u></p> <p>Readings</p> <ul style="list-style-type: none"> • Diviak, T., Coutinho, J.A., & Stivala, A.D. (2020). “A Man’s world? Comparing the structural positions of men and women in an organized criminal network.” <i>Crime, Law and Social Change</i>. [Available in Canvas]. <p><u>Wednesday, March 15th</u></p> <p>Readings</p> <ul style="list-style-type: none"> • Geppert, K. (2022). Explaining the Gender Gap in the Criminal Justice System: How Family-Based Gender Roles Shape Perceptions of Defendants in Criminal Court. <i>Inquiries Journal</i>. Available here: http://www.inquiriesjournal.com/articles/1936/explaining-the-gender-gap-in-the-criminal-justice-system-how-family-based-gender-roles-shape-perceptions-of-defendants-in-criminal-court |
| Week 9 | <p><i>Rape & Sexual Assault</i></p> <p><u>Monday, March 20th</u></p> <p>Readings</p> <ul style="list-style-type: none"> • Davis, A. (1981). “Rape, Racism, and the Myth of the Black Rapist.” In <i>Women, Race, and Class</i>. [Available in Canvas]. <p><u>Wednesday, March 22nd</u></p> <p>Readings</p> <ul style="list-style-type: none"> • <i>Black Sexual Politics</i> (“Chapter 5: Booty Call: Sex, Violence, and Images of Black Masculinity,” Pg. 149 – 180 & Chapter 7: Assume the Position: The Changing Contours of Sexual Violence,” Pg. 215 – 245). [Available in Canvas]. |
| Week 10 | <p>***SPRING RECESS ***</p> |
| Week 11 | <p><i>Abortion & Criminalization of Pregnancy</i></p> <p><u>Monday, April 3rd</u></p> <p>Readings</p> <ul style="list-style-type: none"> • Bridgewater (2003). “Transforming Silence: The personal, political, and pedagogical prism of abortion narrative” In <i>Critical Race Feminism: A Reader</i> (2nd Edition) [Available in Canvas]. • Kendall, M. (2020). Selected chapters from <i>Hood Feminism: Notes from the women that a movement forgot</i>. [Available in Canvas]. |

| Week | Themes & Readings |
|---------|--|
| | <p><u>Wednesday, April 5th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • “Racism, Birth Control and Reproductive Rights” in <i>Women, Race, & Class</i> (Davis, 1981) [Available in Canvas] • “A Reproductive Justice History” in <i>Reproductive Justice: An Introduction</i> (Ross & Solinger, 2017) [Available in Canvas] |
| Week 12 | <p><i>Between Good & Ghetto</i></p> <p><u>Monday, April 10th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • Anderson, E. (1994). The code of the streets. https://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/306601/ • Jones, N. (2010). <i>Between Good & Ghetto: African American Girls and Inner-City Violence</i> [Introduction & Chapter 1] <p><u>Wednesday, April 12th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • Jones, N. (2010). <i>Between Good & Ghetto: African American Girls and Inner-City Violence</i> [Chapters 2] |
| Week 13 | <p><i>Between Good & Ghetto</i></p> <p><u>Monday, April 17th</u></p> <p>*** <i>AERA Conference – No Class meeting</i> ***</p> <p><u>Wednesday, April 19th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • Jones, N. (2010). <i>Between Good & Ghetto: African American Girls and Inner-City Violence</i> [Chapters 4 & Conclusion] |
| Week 14 | <p><i>Women in the Criminal Justice System</i></p> <p><u>Monday, April 24th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> • Knepper, P. (2022). Being the first: Women and the memory of San Jose Police School, 1930-1964. <i>Journal of Criminal Justice</i>. [Available in Canvas]. |

| Week | Themes & Readings |
|---------|---|
| | <p><u>Wednesday, April 26th</u></p> <ul style="list-style-type: none"> Helfgott, J.B. et al. (2018). “BADASSES: The rise of women in criminal justice.” <i>Women & Criminal Justice</i>. [Available in Canvas]. |
| Week 15 | <p><i>Abolition & Gender</i></p> <p><u>Monday, May 1st</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Gabriel, K. (2022). “Abolition as Method: Ruth Wilson Gilmore’s Abolition Geography is written to be used.” https://www.dissentmagazine.org/article/abolition-as-method <p><u>Wednesday, May 3rd</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Davis, A.Y., Dent, G., Meiners, E.R., & Richie, B. (2022). “Abolition.” In <i>Abolition. Feminism. Now</i>. [Available in Canvas]. |
| Week 16 | <p><i>The Anti-Violence Movement</i></p> <p><u>Monday, May 8th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Richie, B.E. <i>Arrested Justice: Black Women, Violence, and America’s Prison Nation</i> (Chapters 3 & 5) <p><u>Wednesday, May 10th</u></p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Fernandes, L. (2003). <i>Transforming feminist practice: non-violence, social justice, and the possibilities of a spiritualized feminism</i>. San Francisco: Aunt Lute Books. [Available in Canvas]. |
| Week 17 | <p>Last Day of Instruction</p> <p>Final Exam due May 19th</p> |
| Week 18 | <p>FINAL EXAMS WEEK</p> |