

# San José State University

## Course and Contact Information

Instructor:	Allison Martin, Ph.D.
Office Location:	Oceanside, CA
Email:	allison.martin@sjsu.edu
Office Hours:	All emails will be answered within 24 hours
Class Days/Time:	online
Prerequisites:	Any 100W

## Course Description

Analysis of gender and its influence upon criminal participation and victimization, treatment in the criminal justice system, and those working in the criminal justice fields. Emphasis on women's experiences.

## Course Format

As an accelerated summer course, each week will cover multiple assignments, so please check the Course Schedule and plan accordingly.

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on in-depth online discussion boards, four multiple-choice exams, and a written final exam. The course will use Canvas Learning Management System; the use of the internet and Microsoft Office products is a requirement for this course.

## MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

## Program Information

Justice Studies Department began as the "Police School" in 1930, offering the first complete college education program for future police officers as an academic program in a regular academic curriculum, otherwise known as a "college major;" this was the first major in the field called Criminal Justice. Through time, scholars found that criminal justice and social justice are intricately intertwined. This degree program is housed in the College of Social Sciences. More information is available at [www.sjsu.edu/justicestudies/](http://www.sjsu.edu/justicestudies/)

## Course Learning Outcomes (CLOs)

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

- CLO 1. Discuss how policy initiatives impact rates of females' crime and punishment  
CLO 2. Identify what it means to be "gender-responsive" in the criminal justice system  
CLO 3. Describe the role of victimization in women's lives  
CLO 4. Apply criminological theories to women as victims and as offenders

### **Required Texts/Readings**

#### **Textbook**

Mallicoat, S.L. (2019). *Women, gender and crime: Core Concepts* (1<sup>st</sup> edition). Thousand Oaks, CA: Sage Publications.

ISBN-13: 978-1506399270

ISBN-10: 1506399274

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

#### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7<sup>th</sup> edition*

## Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All weekly assignments become available on Monday at 12:00am PST. Due dates are listed in the syllabus (see course schedule below). Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Introduction through Google Slides

This assignment is meant for the class and the instructor, to get acquainted with you. You will create a slide on a collaborative Google Slides Presentation about yourself. More directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

### Discussion Boards

You are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by the deadline posted to Canvas**. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post when the discussion board is due. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, you will be required to respond, in addition to the usual requirements; keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question



towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies. (30

### **Grading for Written Assignments**

“A”: An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (spacing, page limit, etc.) is correct.

“B”: A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical errors both in substance and format).

“C”: A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper

in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University 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.

\*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

### Course Schedule

Date	Topic	Course Assignments and Due Dates
<b>Week 1:</b> <b>7/5-7/10</b>	<b>Module 1: Introduction</b> Women and Crime: Introduction Theories of Victimization	Read Chapters 1-2 Ted Talk: The urgency of intersectionality Introduction through Google Slides Discussion Board #1 due Friday Discussion Board #2 due Sunday Exam #1
<b>Week 2:</b> <b>7/11-7/17</b>	<b>Module 2: Victimization of Women</b> Women and Victimization: Rape and Sexual Assault Women and Victimization: Intimate Partner Abuse International Issues in the Victimization of Women	Read Chapters 3-5 Ted Talk: Why domestic violence victims don't leave NSVRC The cost of rape  2021 Trafficking in Persons Report Discussion Board #3 due Friday Discussion Board #4 due Sunday Exam #2
<b>Week 3:</b> <b>7/18-7/24</b>	<b>Module 3: Female Offending</b> Women, Gender, and Offending Girls and Juvenile Delinquency Female Offenders and Their Crimes	Read Chapters 6-8 YouTube: Girls in Gangs YouTube: Women who Kill



