



## Course Information

**Course Title:** Gender and Crime  
**Course Number:** CCJS418C 0101  
**Course Location:** SQH 1119  
**Course Times:** T/Th 12:30 – 1:45 pm  
**Term:** Fall 2023  
**Credits:** 3  
**Course Dates:** Aug 28-Dec 11, 2023

**Professor:** Dr. Ellis  
**Pronouns:** she/her  
**Email:** [ellisr@umd.edu](mailto:ellisr@umd.edu)  
**Office Hours:** Tuesdays 2:00-4:00 pm (LeFrak 2165B)

**Teaching Assistant:** Siya Gu  
**Pronouns:** she/her  
**Email:** [ziyuegu@umd.edu](mailto:ziyuegu@umd.edu)  
**TA Office Hours:** Schedule by email (LeFrak 2160)

## Course Description

How does gender matter for crime and punishment? This course offers an extended look at women's experiences with crime and punishment in the contemporary United States. Students will learn about women and offending, engaging with intersectionality and debates around women's agentic role in criminal involvement. Next, students will learn about women and victimization, from intimate partner violence to sexual violence. Students will examine the "blurred boundaries" between victimization and offending. Next, our course will cover experiences of punishment, focusing on cisgender and transgender women in jail and prison. Last, we will conclude the course by interrogating women's work experiences in law enforcement, from corrections to policing. Along the way, we will draw on theories from feminist criminology to understand how gender matters for women in the criminal justice system.

## Course Objectives

By engaging with scholarship, news articles, podcasts, videos, and contemporary examples of punishment, students will emerge with strengthened critical reading and writing skills and a firm grasp on the range of correctional alternatives.

Throughout the semester, students will learn to:

1. Engage with current debates on gender and crime
2. Interrogate gendered punishment among justice-involved women
3. Connect media and current events to underlying patterns of women's experiences of crime, punishment, victimization, and law enforcement

## Required Readings

1. Britton, Dana M., Jacobsen, Shannon K. Jacobsen, and Grace E. Howard. 2018. *The Gender of Crime*, 2<sup>nd</sup> Lanham, MD: Rowman & Littlefield. ISBN: 9781442262225
2. Ellis, Rachel. 2023. *In This Place Called Prison: Women's Religious Life in the Shadow of Punishment*. Oakland, CA: University of California Press. ISBN: 9780520384545
3. Goodmark, Leigh. 2023. *Imperfect Victims: Criminalized Survivors and the Promise of Abolition Feminism*. Oakland, CA: University of California Press. ISBN: 9780520391123
4. Richie, Beth. 1996. *Compelled to Crime: The Gender Entrapment of Battered Black Women*. New York: Routledge. ISBN: 9780415911450

Additional assigned articles and book chapters available in ELMS.

## Assignments

Class will consist of lecture, discussion, and small group activities. This course is learner-driven – prepare in advance and attend class ready to participate. Learning styles differ; assignments are designed to give students the opportunity to showcase their learning through a variety of formats. Assignments total 100 points.

### **1. Participation and in-class activities (10 points)**

Student engagement is at the heart of this course. Thoughtful, respectful participation in class discussion will improve your experience of this course. Participation includes speaking in discussions, completing in-class assignments, engaging with fellow students in small-group activities, active listening, and asking questions.

### **2. Introductory memo (5 points)**

Early in the semester, students will be asked to write a 1-2 page (double-spaced) memo describing their background with the course content and motivations for taking this class.

### **3. Book chapter discussion leader (10 points)**

In small groups, students will be asked to give a brief presentation on one assigned chapter from the books *Imperfect Victims*, *Compelled to Crime*, or *In This Place Called Prison*, then lead the class in a discussion.

### **4. Midterm exam (30 points)**

An in-class midterm exam will assess progress in this course. This will include multiple choice, short answer, and/or long answer format.

### **5. "In the News" Essay (15 points)**

Students will be asked to write a 4-5 page (double-spaced) essay based on a news article from the last two years related to women and crime. Further instructions will be provided.

### **6. "Media versus Reality" Final Paper (30 points)**

An 8-10 page (double-spaced) final paper will ask you to view a film related to women and crime, then to synthesize and analyze themes and theories learned throughout the course. Further instructions will be provided. To be submitted in ELMS.

Assignment	Percentage
Participation and in-class activities	10%
Introductory memo	5%
Book chapter discussion leader	10%
Midterm Exam (In-class)	30%
"In The News" essay	15%
Final Paper (Take-home)	30%
Total	100%

**Lateness policy**

Late work will be accepted without contacting the TA or professor. An automatic 5% per day is deducted for late work. (e.g. 1 day late, highest possible grade is 95%; 2 days late, highest possible grade is 90%). All assigned grades are non-negotiable.

**COURSE SCHEDULE**

Note: Readings will be discussed during class, and must be done in advance of the class session. You may find it helpful to read in the order listed. All topics and readings are subject to change.

**WEEK 1**

**Welcome & A Gender Lens on Criminology**

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**Tuesday, August 29**

NO READINGS

**Thursday, August 31**

READINGS

- *Gender of Crime* Chapter 1 "A Gender Lens on Criminology"
- Miller, Carbone-Lopez, and Gunderman. 2015. "Gendered Narratives of Self, Addiction, and Recovery." pp. 74-92 in *Narrative Criminology*

**WEEK 2**

**Gender and Offending, Part I: Overview**

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**Tuesday, September 5**

READINGS

- *Gender of Crime* Chapter 2 "Gender and Criminal Offending"
- Kruttschnitt, Candace and Kristin Carbone-Lopez. 2006. "Moving Beyond the Stereotypes: Women's Subjective Accounts of their Violent Crime." *Criminology* 44(2):321-351.

ASSIGNMENT

- Introductory memo due: submit in ELMS-Canvas

**Thursday, September 7**

READINGS

- Richie, chapter 5

**WEEK 3****Gender and Offending, Part II: Race and Intersectionality**

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**Tuesday, September 12**

## READINGS

- Jones, Nikki. 2004. "It's not Where you Live, it's How you Live": How Young Women Negotiate Conflict and Violence in the Inner City. *The ANNALS of the American Academy of Political and Social Science* 595(1):49-62.
- Gutierrez-Adams, E., Rios, D., & Case, K. A. 2020. "Female gang members negotiating privilege, power, and oppression within family and gang life." *Women & Therapy*, 1-22.

**Thursday, September 14**

FILM SCREENING: "Girlhood" (2004)

NO READINGS

**WEEK 4****Gender and Offending, Part III: "Doubly Deviant"**

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**Tuesday, September 19**

## READINGS

- Richie, chapter 3

**Thursday, September 21**

## READINGS

- Grundetjern, Heidi. 2015. "Women's Gender Performances and Cultural Heterogeneity in the Illegal Drug Economy." *Criminology* 53(2):253-279.

**WEEK 5****Gender and Offending, Part IV: Blurred Boundaries**

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**Tuesday, September 26**

## READINGS

- Simpson, S. S., Yahner, J. L., & Dugan, L. (2008). "Understanding women's pathways to jail: Analysing the lives of incarcerated women." *Australian & New Zealand Journal of Criminology*, 41(1), 84-108.
- Duncan, Alexandra and Dana DeHart. 2019. "Provider Perspectives on Sex Trafficking: Victim Pathways, Service Needs, and Blurred Boundaries." *Victims & Offenders* 14(4):510-531.

**Thursday, September 28**

## READINGS

- Goodmark, chapters 1 & 2

**WEEK 6****Gender and Victimization, Part I: Overview**

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**Tuesday, October 3**

## READINGS

- *Gender of Crime* Chapter 4 “Gender and Crime Victimization”
- Human Rights Campaign. 2018. “Dismantling a Culture of Violence: Understanding Anti-Transgender Violence and Ending the Crisis.”  
[https://assets2.hrc.org/files/assets/resources/2018AntiTransViolenceReportSHORTENED.pdf?\\_ga=2.183891046.1718998556.1597864558-612070016.1597864558](https://assets2.hrc.org/files/assets/resources/2018AntiTransViolenceReportSHORTENED.pdf?_ga=2.183891046.1718998556.1597864558-612070016.1597864558)

**Thursday, October 5**

## READINGS

- Ellis, chapter 3

**WEEK 7****Gender and Victimization, Part II: Sexual Victimization**

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**Tuesday, October 10****Sensitive class content (contact Professor for alternate assignment)**

## READINGS

- Justine Tinkler. 2015. “‘Me Getting Plastered and Her Provoking My Eyes’: Young People’s Attribution of Blame for Sexual Aggression in Public Drinking Spaces.” *Feminist Criminology* 10(3):235-58.
- Davila, Vianna. 2018. “Nearly Every Native American Woman in Seattle Survey said she had been raped or coerced into sex” <https://www.seattletimes.com/seattle-news/homeless/survey-reveals-high-rates-of-sexual-assault-among-native-american-women-many-of-them-homeless/>

**Thursday, October 12****Sensitive class content (contact Professor for alternate assignment)**

## READINGS

- Miller, Chanel. 2020. “I Thought Anonymity Was a Shield After My Sexual Assault. But Coming Forward Brought Me Back to Myself.” *TIME Magazine*.  
<https://time.com/5879561/chanel-miller-on-coming-forward-know-my-name/>

**WEEK 8****Midterm Exam**

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**Tuesday, October 17****Midterm Exam Review Session**

## NO READINGS

- Bring your questions to class

**Thursday, October 19****Midterm Exam in class**

## NO READINGS

**WEEK 9****Gender and Victimization, Part III: Intimate Partner Violence**

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**Tuesday, October 24**                      **Sensitive class content (contact Professor for alternate assignment)**

## READINGS

- Sweet, Paige. 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5):851-875.

**Thursday, October 26**                      **Sensitive class content (contact Professor for alternate assignment)**

## READINGS

- Menjivar, Cecilia and Olivia Salcido. 2002. "Immigrant Women and Domestic Violence: Common Experiences in Different Countries" *Gender & Society* 16(6):898-920.
- Richie, chapter 4

**WEEK 10****LGBTQIA+ Crime, Criminalization, & Victimization**

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**Tuesday, October 31**

## READINGS

- Chauncey, George. 2019. "The Forgotten History of Gay Entrapment." *The Atlantic* <https://www.theatlantic.com/ideas/archive/2019/06/before-stonewall-biggest-threat-was-entrapment/590536/>
- Fussell, Sidney. 2019. "How Stonewall Reversed a Long History of Justifying Police Surveillance." *The Atlantic* <https://www.theatlantic.com/technology/archive/2019/06/how-police-surveillance-led-stonewall/593026/>

**Thursday, November 2**

## READINGS

- Hyatt, Shahera. "Struggling to Survive: Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning Homeless Youth on the Streets of California." *California Homeless Youth Project*. <https://www.library.ca.gov/wp-content/uploads/2021/08/StrugglingToSurviveFinal.pdf>

**WEEK 11****Gender and Punishment, Part I: Overview**

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**Tuesday, November 7**

## READINGS

- Goodmark, chapters 3, 4, & 5

**Thursday, November 9**

## READINGS

- Ellis, chapters 1 & 2

**WEEK 12****Gender and Punishment, Part II: Prisons**

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**Tuesday, November 14**      **American Society of Criminology Conference: NO CLASS**  
NO READINGS

**Thursday, November 16**      **American Society of Criminology Conference: NO CLASS**  
ASSIGNMENT  
➤ “In the News” Essay due via ELMS

**WEEK 13****Gender and Punishment, Part II: Motherhood**

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**Tuesday, November 21**

## READINGS

- Ritchie, Andrea. 2017. “The violent policing of Black motherhood: How and why cops target mothers of color.”
- Ellis, chapter 4

**Thursday, November 23**      **THANKSGIVING BREAK: NO CLASS**

**WEEK 14****Women in Law Enforcement: Corrections and Policing**

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**Tuesday, November 28**

## READINGS

- *Gender of Crime* Chapter 5 “Gender and Work in the Criminal Justice System”
- Britton, Dana. 1999. “Cat Fights and Gang Fights: Preference for Work in a Male-Dominated Organization.” *The Sociological Quarterly* 40(3):455-474.

**Thursday, November 30**

## READINGS

- Prokos, Anastasia and I. Padavic. 2002. “‘There Oughtta Be a Law against Bitches’: Masculinity Lessons in Police Academy Training.” *Gender, Work and Organization* 9.4: 439-459.
- Morash, Merry and Robin Haarr. 2012. “Doing, Redoing, and Undoing Gender: Variation in Gender Identities of Women Working as Police Officers.” *Feminist Criminology* 7(1):3-23.

**WEEK 15****Bringing it all together**

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**Tuesday, December 5**      JACINTA Documentary Screening (1 hour, 45 min)  
NO READINGS

**Thursday, December 7      LAST DAY OF CLASS**

**READINGS**

- Goodmark, chapter 6
- Richie, chapter 6

**Take home final exam due Thursday, December 14<sup>th</sup> at 12:30 pm**  
**Submit in ELMS**



## SUPPLEMENTAL INFORMATION

### Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

### Course-Specific Policies

#### Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

#### Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me

immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

### **Academic Integrity**

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld.

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers or to work together on quizzes or exams.

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!***

### **Grades**

All assignment and assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99  $\neq$  90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

### Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment.

There are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

**Mandatory Reporting**

All UMD instructors (including both myself and your TA) are “responsible university employees,” meaning that if they become aware of any specific incidents of sexual assault or misconduct (including but not limited to: intimate partner violence, stalking, or sexual harassment) they must report these incidents to the campus Title IX Coordinator. Students seeking confidential resources should visit <https://umd.edu/raise-your-voice/> or ask me for information on additional resources.

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