**Graduate Gender, Race, Class & Crime**

**SOCY 7171-004 Fall 2013**

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Office Hours: Mondays 1:00-3:00 p.m. and by appointment

**REQUIRED READINGS**

1. Alexander, Michelle. 2010 *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.*  New York: New Press.
2. Richie, Beth E. 2012. *Arrested Justice: Black Women, Violence, and America’s Prison Nation.* New York: New York University Press.
3. Journal articles listed later in this syllabus and available on D2L or in a course packet.

**COURSE IDEOLOGY**

The goal of this course is to examine crime and the criminal legal system practices, through the lens of intersecting oppressions, particularly racism, sexism and classism. Other types of oppression are also in some of the readings (e.g., heterosexism/homophobia), and some research in countries outside of the U.S.

**TEACHING IDEOLOGY**

I expect that this graduate seminar will involve little lecturing per se after the first week (although there will be some), and consist more of an informed discussion based on a careful review of the assigned readings. My goal is to have students leave the course with advanced knowledge on the intersections of oppression in crime and the criminal legal system.

**GRADING**

There are two tracks for this course. Both tracks will write 10 “weekly” papers. **Track 1** students will take two take-home exams. One will be due to on October 21th by 9:00a.m, and the second will be due on December 15th by 5:00 p.m. The first exam is worth 20 points and the second exam is worth 30 points. **Track 2** students will hand in a final paper (on a topic approved by the professor) due December 9th 9:00 a.m. .

*Weekly papers* are due at the beginning of class for the assigned readings due that week. These papers should be 1 to 2 pages using a 10 to 12 point font and brought to class and submitted on D2L. Ten of these papers are due, and *to count, must be handed it at the beginning of class or e-mailed or submitted on D2L before the start of class*. (If a student is ill or misses class for any other reason, s/he can e-mail the paper, but it must be received by the beginning of the class to be graded/counted.) Students may hand in 12 papers and drop the two lowest grades (or 11 and drop the lowest). In these papers, the student should summarize the writings, pulling them together around a common theme. If there is room (keeping to the page limit), the students are welcome to indicate the strengths and weaknesses of the various readings. Late papers will not be accepted for any reason, so it is a good idea to get more done at the beginning of the semester so that if you have some emergency later in the semester you don’t have a scenario where you don’t have enough weeks left to write papers and have handed in ten. Please follow the Scholarly Paper Guidelines attached to this syllabus.

*Track 2: Term papers* will be for those students who would like to use this course to work on a project (e.g., dissertation) they have already started or would like to start, as long as it is about the course topic, or simply write a paper instead of taking the two exams. It is important that this is not a paper that was turned in for another course or will be turned in this semester for another course, and that it is sole-authored (by the student enrolled in the class). Thus, if the student is just thinking about the dissertation research project s/he is planning, then s/he needs to let me know that s/he is starting “from scratch.” It is not expected that these papers will be empirical, but if students have data they would like to use in their term paper, they should talk to the professor. *Obviously, for this track, the topic needs to be relevant to the course topic and thus I need to approve the term paper topic*. The term papers will probably be 20 to 23 pages without the references. It is expected that the term papers will include any of the class readings that are relevant for the topic and that many additional references (outside of what is required for class) will also be included. Students who write term papers will do a brief (10 minute) presentation of their paper on the last day of the class (December 9th).

*Class Participation:* Class participation will be based on attendance and quality of contribution to discussions. It is expected that everyone will arrive on time and plan to stay the whole class period, and that attendance will be “perfect.” **Students who miss more than two classes for any reason will be expected to drop the class.** Missing one or two classes will also negatively affect the course grade. A huge portion of the learning will be our class discussion of the readings, studies, and issues. Therefore, lack of presence makes this impossible. *I do not allow laptops in any of my courses unless the student has arranged something with me to use one. I also ask everyone to turn off their cell phones, and I seriously just about blow a gasket if I see someone texting during class. If you’re waiting for an organ donation, your partner is pregnant and due any second, etc., let me know and we will decide if it’s acceptable for you to have your cell phone turned on and in view. Violation of this is harmful to grades.*

*Leading Class Discussion:* Each student must sign up for one week where s/he will take responsibility for co-facilitating the class discussion around the readings. In the past, some students have approached this by bringing a list of discussion questions to distribute. The portion of the final grade from leading a class discussion will be based on the quality of questions for the class discussion and facilitation. It is expected that students will conduct an even more careful reading the weeks they are co-facilitating the class with me.

Grade Breakdown: Points

Weekly Papers 100 (total for 10 papers, each paper worth 10 points)

Exams\* (Track I) OR Final Paper (Track II) 50

Class Facilitation 25

Class Participation 25

Total 200 points

\*Each student chooses whether s/he wants to do two essay exams OR a final paper designing or continuing the method part on an existing study of their own. The first exam is worth 20 points and the second exam is worth 30 points.

**COURSE SCHEDULE**

**Week Date Readings Due**

1 Aug 26 Course Introduction (no readings)

2 Sep 2 Grappling with Discrimination and Oppression

3 Sep 8 Theories and Youth Offending

4 Sep 15 Policing

5 Sep 22 Sentencing Patterns

6 Sep 29 Court Decisions

7 Oct 6 The New Jim Crow: Mass Incarceration

8 Oct 13 Arrested Justice: Prison Nation

9 Oct 20 More on Incarcerated Women

10 Oct 27 Sexual Abuse

11 Nov 3 Intimate Partner Abuse

12 Nov 10 Police and Prison Workers

13 Nov 17 Law Students, Lawyers, and Judges

14 Nov 24 No Readings~ Fall Break

15 Dec 1 Legal Reform, Social Justice and Activism

16 Dec 8 Term Paper Presentations and Conclusions

Dec 9 Term Papers due emailed and paper copy turned in during class by 9:00 a.m.

December 15 Take home final due to professor via email by 5:00 p.m. Late papers will be docked

points (one grade per every 1 minute to 24 hours late).

**References for (Most of the) Additional Readings on E-Reserve (listed alphabetically)**

Barber, N. (2008). Evolutionary social science: A new approach to violent crime. *Aggression and Violent Behavior, 13*(3), 237-250.

Belknap, J., Holsinger, K., & Little, J. (2012). Sexual minority status, abuse, and self-harming behaviors among incarcerated girls, *Journal of Child and Adolescent Trauma* (Vol. 5, pp. 173-185).

Bevan, M., & MacKenzie, M. H. (2012). 'Cowboy' policing versus 'the softer stuff': Masculinities and policekeeping. *International Feminist Journal of Politics, 14*(4), 508-528.

Chauhan, P., Burnette, M. L., & Repucci, N. D. (2010). Racial disparities among female juvenile offenders. *Court Review, 45*(1-2), 8-13.

Chauhan, P., Reppucci, N. D., Burnette, M., & Reiner, S. (2010). Race, neighborhood disadvantage, and antisocial behavior among female juvenile offenders. *Journal of Community Psychology, 38*(4), 532-540.

Chui, W. H., & Ong, R. (2008). Indecent assault on the public transport in Hong Kong. *International Journal of Law Crime and Justice, 36*(1), 2-14.

Clay-Warner, J., & McMahon-Howard, J. (2009). Rape Reporting: "Classic Rape" and the Behavior of Law. *Violence and Victims, 24*(6), 723-743.

Crenshaw, K. W. (2012). From private violence to mass incarceration: Thinking intersectionally about women, race, and social control. *UCLA Law Review, 59*(6), 1418-1472.

Crowley, U., & Kitchin, R. (2008). Producing 'decent girls': Governmentality and the moral geographies of sexual conduct in Ireland (1922-1937). *Gender, Place, and Culture, 15*(4), 355-372.

D'Errico, N. C., Kalala, T., Nzigire, L. B., Maisha, F., & Kalisya, L. M. (2013). "You say rape, I say hospitals. But whose voice is louder?' Health, aid and decision-making in the Democratic Republic of Congo. *Review of African Political Economy, 40*(135), 51-66.

Dick, P., & Cassell, C. (2004). The position of policewomen: A discourse analytic study. *Work Employment and Society, 18*(1), 51-72.

Franklin, C. (2012). Inventing the "traditional concept" of sex discrimination. *Harvard Law Review, 125*(6), 1307-1380.

Gaskins, S. (2004). "Women of circumstance" - The effects of mandatory minimum sentencing on women minimally involved in drug crimes. *American Criminal Law Review, 41*(4), 1533-1553.

Glaze, L. E., & Maruschak, L. M. (2008). Parents in prison and their minor children (pp. 25). Washington, D.C.: Bureau of Justice Statistics. <http://bjs.gov/content/pub/pdf/pptmc.pdf>.

Greener, B. K., Fish, W. J., & Tekulu, K. (2011). Peacebuilding, gender and policing in Solomon Islands. *Asia Pacific Viewpoint, 52*(1), 17-28.

Hagan, J., & Foster, H. (2006). Profiles of punishment and privilege: Secret and disputed deviance during the racialized transition to American adulthood. *Crime Law and Social Change, 46*(1-2), 65-85.

Hagan, J., & Foster, H. (2012). Children of the American prison generation: Student and school spillover effects of incarcerating mothers. *Law & Society Review, 46*(1), 37-69.

Hagan, J., & Foster, H. (2012). Intergenerational Educational Effects of Mass Imprisonment in America. *Sociology of Education, 85*(3), 259-286.

Hannah-Moffat, K., & Yule, C. (2011). Gaining insight, changing attitudes and managing 'risk': Parole release decisions for women convicted of violent crimes. *Punishment & Society, 13*(2), 149-175.

Henry, M. (2012). Peacexploitation? Interrogating labor hierarchies and global sisterhood among Indian and Uruguayan female peacekeepers? *Globalizations, 9*(1), 15-33.

Jaleel, R. (2013). Weapons of sex, weapons of war: Feminisms, ethnic conflict and the rise of rape and sexual violence in public international law during the 1990s. *Cultural Studies, 27*(1), 115-135.

Jeffries, S., & Bonds, C. E. W. (2013). Gender, indigeneity, and the criminal courts: A narrative exploration of women's sentencing in Western Australia. *Women and Criminal Justice, 23*(1), 19-42.

King, K. L., & Greening, M. (2007). Gender justice or just gender? The role of gender in sexual assault decisions at the international criminal tribunal for the former Yugoslavia. *Social Science Quarterly, 88*(5), 1049-1071.

Liendo, N. M., Wardell, D. W., Engebretson, J., & Reininger, B. M. (2011). Victimization and Revictimization Among Women of Mexican Descent. *Jognn-Journal of Obstetric Gynecologic and Neonatal Nursing, 40*(2), 206-214.

Lin, J., Grattet, R., & Petersilia, J. (2010). "Back-end sentencing" and reimprisonment: Individual, organizational, and community predictors of parole sanctioning decisions. *Criminology, 48*(3), 759-795.

Littleton, H., Breitkopf, C. R., & Berenson, A. (2008). Beyond the campus - Unacknowledged rape among low-income women. *Violence against Women, 14*(3), 269-286.

Littleton, H., Tabernik, H., Canales, E. J., & Backstrom, T. (2009). Risky Situation or Harmless Fun? A Qualitative Examination of College Women's Bad Hook-up and Rape Scripts. *Sex Roles, 60*(11-12), 793-804.

Littleton, H. L., Grills-Taquechel, A. E., Buck, K. S., Rosman, L., & Dodd, J. C. (2013). Health Risk Behavior and Sexual Assault Among Ethnically Diverse Women. *Psychology of Women Quarterly, 37*(1), 7-21.

Mack, K. W. (2002). A social history of everyday practice: Sadie T.M. Alexander and the incorporation of black women into the American legal profession, 1925-1960. *Cornell Law Review, 87*, 1405-1474.

Mauer, M. (2013). *The changing racial dynamics of women's incarceration*. Washington, D.C.: The Sentencing Project. <http://sentencingproject.org/doc/publications/rd_Changing%20Racial%20Dynamics%202013.pdf>.

Meier, K. J., & Nicholson-Crotty, J. (2006). Gender, representative bureaucracy, and law enforcement: The case of sexual assault. *Public Administration Review, 66*(6), 850-860.

Miller, K. (2013). The Institutionalization of Racial Profiling Policy: An Examination of Antiprofiling Policy Adoption Among Large Law Enforcement Agencies. *Crime & Delinquency, 59*(1), 32-58.

Monahan, C. (2013). The failure of the bona fide occupational qualification in cross-gender prison guard cases: A problem beyond equal employment opportunity. *Hypatia-A Journal of Feminist Philosophy, 28*(1), 101-121.

Moore, S. E. H., & Breeze, S. (2012). Spaces of male fear: The sexual politics of being watched. *British Journal of Criminology, 52*(6), 1172-1191.

Moran, B. I. (2005). The case for black inferiority? What must be true if professor Sander is right. *Connecticut Public Interest Law Journal, 5*, 41-59.

Nanda, J. (2012). Blind discretion: Girls of color & delinquency in the juvenile justice system. *UCLA Law Review, 59*(6), 1502-1539.

Ocen, P. A. (2012). The new racially restrictive covenant: Race, welfare, and the policing of Black women in subsidized housing. *UCLA Law Review, 59*(6), 1540-1582.

Perilloux, C., Duntley, J. D., & Buss, D. M. (2011). Susceptibility to sexual victimization and women's mating strategies. *Personality and Individual Differences, 51*(6), 783-786.

Potter, H., & Thomas, D. T. (2012). "We told you that's how they are": Responses to white women in abusive intimate relationships with men of color. *Deviant Behavior, 33*(6), 469-491.

Rackley, E. (2007). From Arachne to Charlotte: An Imaginative Revisiting of Gilligan's In a Different Voice. *William & Mary Journal of Women and the Law, 13*, 751-774.

Reverby, S. M. (2011). "Normal Exposure" and Inoculation Syphilis: A PHS "Tuskegee" Doctor in Guatemala, 1946-1948. *Journal of Policy History, 23*(1), 6-28.

Roberts, D. E. (2012). Prison, foster care, and the systemic punishment of black mothers. *UCLA Law Review, 59*(6), 1474-1500.

Roh, S., & Robinson, M. (2009). A Geographic Approach to Racial Profiling The Microanalysis and Macroanalysis of Racial Disparity in Traffic Stops. *Police Quarterly, 12*(2), 137-169.

Rotabi, K. S., & Bromfield, N. F. (2012). The Decline in Intercountry Adoptions and New Practices of Global Surrogacy: Global Exploitation and Human Rights Concerns. *Affilia-Journal of Women and Social Work, 27*(2), 129-141.

Ruesink, M., & Free, D. M. (2007). Wrongful convictions among women. *Women and Criminal Justice, 16*(4), 1-23.

Ryan, J. P., Herz, D., Hernandez, P. M., & Marshall, J. M. (2007). Maltreatment and delinquency: Investigating child welfare bias in juvenile justice processing. *Children and Youth Services Review, 29*(8), 1035-1050.

Salcido, O., & Menjivar, C. (2012). Gendered paths to legal citizenship: The case of Latin-American immigrants in Phoenix, Arizona. *Law & Society Review, 46*(2), 335-368.

Sandberg, L. (2013). ‘It was entirely his fault’: Constructing white masculinities and the Haga Man assaults in Umeå, Sweden 1998–2006. *Gender, Place and Culture, 20*(2), 178-194.

Sander, R. H. (2004). Affirmative Action in American law schools. *Stanford Law Review, 57*(2), 367-483.

Scales-Trent, J. (2010). Women lawyers, women's rights in Senegal: The Association of Senegalese Women Lawyers. *Human Rights Quarterly, 32*(1), 115-143.

Simon-Kerr, J. (2008). Unchaste and incredible: The use of gendered conceptions of honor in impeachment. *Yale Law Journal, 117*(8), 1854-1898.

Slotboom, A. M., Kruttschnitt, C., Bijleveld, C., & Menting, B. (2011). Psychological well-being of incarcerated women in the Netherlands: Importation or deprivation? *Punishment & Society-International Journal of Penology, 13*(2), 176-197.

Smith, B. V. (2012). Uncomfortable places, close spaces: Female correctional workers' sexual interactions with men and boys in custody. *UCLA Law Review, 59*(6), 1690-1745.

Soffer, M., & Ajzenstadt, M. (2010). The multidimensionality of "pains of imprisonment" among incarcerated women in Israel. *Women & Health, 50*(6), 491-505.

Todrys, K. W., & Amon, J. J. (2011). Health and human rights of women imprisoned in Zambia. *BMC International Health and Human Rights, 11*.

Topitzes, J., Mersky, J. P., & Reynolds, A. J. (2012). From child maltreatment to violent offending: An examination of mixed-gender and gender-specific models. *Journal of Interpersonal Violence, 27*(12), 2322-2347.

Viglione, J., Hannon, L., & DeFina, R. (2011). The impact of light skin on prison time for black female offenders. *Social Science Journal, 48*(1), 250-258.

Wallace, J. E., & Kay, F. M. (2012). Tokenism, organizational segregation, and coworker relations in law firms. *Social Problems, 59*(3), 389-410.

Wells, E. C. (2012). "But most of all, they fought together": Judicial attributions in convicting battered women who kill. *Psychology of Women Quarterly, 36*(3), 350-364.

Widom, C. S. (1989). The cycle of violence. *Science, 244*(4901), 160-166.

Wright, J. P., & Boisvert, D. (2009). What biosocial criminology offers criminology. *Criminal Justice and Behavior, 36*(11), 1228-1240.

Wu, J., & Spohn, C. (2010). Interdistrict disparity in sentencing in three US district courts. *Crime & Delinquency, 56*(2), 290-322.

Yu, Q., Stasny, E. A., & Li, B. (2008). Bayesian models to adjust for response bias in survey data for estimating rape and domestic violence rates from the NCVS. *Annals of Applied Statistics, 2*(2), 665-686.

**Guidelines for Weekly Papers (and Most of these Apply to Term Papers)**

**Joanne Belknap, Ph.D.**

1. Do not use folders or plastic covers. Cover sheets are unnecessary. Simply staple the paper together. **Papers must be typed (10-12 point font), double-spaced, and stapled or printed front-to-back.**
2. Be sure you include a title for your paper (and something more creative than “Week 1 Readings”).
3. Avoid using the word "I" (it is usually understood). Do not draw on personal experiences.
4. Keep to the word/page limit. I have found that the papers that keep to the word limit are usually just as informative and "good" as those that exceed it (and they are often much better than those exceeding the word limit).
5. It is unusual to use the authors' first names or the titles of their books or articles.
6. Be sure when citing a chapter in an edited book to use the authors who wrote the chapter, not who edited the book.
7. Where there is more than one reading assigned, do not present the information as a serial presentation of the various authors’ perspectives. Try to think about what the major themes were, and use the various authors to back them up or discuss them. However, **be sure to cite all of the assigned authors/readings for each paper**.
8. Try to think of these writing exercises in that you have been asked to write a short review for a journal on a particular topic (the assigned topic for the week in question). Thus, you will be framing your paper around the topic, using the readings to build your arguments. You can still disagree with the reading(s), but you are making a presentation of what these authors have to say about the topic in question.
9. Avoid making these sound like book reports, avoiding phrases like "This week's readings..." or "In her book, .....".
10. Remember when you make a direct quote to include the page number.
11. Be sure not to string together a series of direct quotes, even if they are from different readings. Put some of these in your own words.
12. Remember, even if you don't use a direct quote, if you are drawing on ideas of a particular author(s), you need to give her/him/them credit by citing her/him/them.
13. Use these assigned papers to work on your own writing skills. Good writing (for most of us) takes a lot of practice. I find it helpful to read what I've written out loud, to check the flow.
14. Be sure to place things in their proper context. For instance if you are discussing the 1920's, 1960's, India, Vietnam, etc., say so.
15. Don't use the word "feels" to describe what one of the authors said. Use words like "believes," "claims," "states," etc. "Feels" isn't very scholarly.
16. Avoid over use of a certain word or phrase in a sentence, paragraph or paper. An example would be using the word "concerning" twice in the same sentence. You could change one “concerning” to "regarding."
17. Similarly, don’t start a series of sentences with the same wording/phrasing.
18. When referring to the U.S. use the word "U.S." or United States, not America. In addition to the fact that many Canadians and Central and South Americans find it offensive (and ethnocentric) that people in the U.S. refer to ourselves as "Americans" and our country as "America," when it actually includes these other countries, more and more authors are pointing out the necessity of making the distinctions. (Some of the authors we read, do not.) Some people will refer to North Americans to discuss attitudes, etc. prevalent in the U.S. and Canada.
19. Be sure to use apostrophes where necessary and appropriately. If you don't understand this, ask me.
20. Be sure your paper has an introductory paragraph, telling the reader where the paper is headed. (It may only be a few sentences.)
21. Be sure your paper has a concluding paragraph that ties up the issues the paper focuses on. Again, this may only be a few sentences.
22. Avoid absolutes. By this I mean don't assume all women, Latinos, feminists, police officers, and so on think or behave the same way. For example, avoid statements like "women live in fear of...." It is more appropriate to write something like: “Many women live in fear of.....”
23. In edited books, be sure to cite the author(s) of the *chapter*, not the editor(s) of the book.
24. Avoid using one author to cite another. At the same time, don’t “lift” what you read about another work when you haven’t read it yourself. In those instances where you feel compelled to do this, it should be something like this: Hall’s (1998) evaluation of Black’s (1994) work states......” Or: Black (1994) found that.....(as cited by Hall, 1998, p. 5).
25. Avoid paragraphs over one page in length.
26. Avoid one-sentence paragraphs.
27. Be sure to keep the tense consistent throughout your paper.
28. In cases where you are directly citing something that has quotation marks around a word or words, place the quote inside your double quotation marks in single quotation marks: According to Cray, “we must examine girls’ ‘pathways’ to delinquency” (1998, p. 5).
29. Do your own work! These papers are not group projects, and students turning in papers which were obviously "shared" will fail the course. However, if you would like to show drafts of your papers to persons outside of this class (and who haven’t taken this class before), including the CU Writing Center, for feedback on clarity and grammar, that is not only appropriate, but encouraged.
30. It doesn’t matter to me what style you use for typing up your papers (although I find the APA easiest), but whatever style you use, be consistent (in terms of references, citations, etc.).
31. Direct quotes that are 50 words or more should be double-indented “paragraphs.”
32. Don’t use contractions (e.g., can’t, don’t, aren’t, etc.).

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