

**CCJ 4325: GENDER, CRIME & CRIMINAL JUSTICE  
WINTER 2007**

**Dr. Jody Miller**  
531 Lucas Hall  
516-5426  
jodymiller@umsl.edu

Office Hours: 1-2pm Wednesdays and by appointment.

**COURSE OBJECTIVES:** This course is designed to provide a systematic introduction to the study of gender in criminology and criminal justice. The course framework and readings emphasize sociological frameworks brought to bear in the study of gender, emphasizing the social structures of gender, social constructions of gender, symbolic meaning systems, and intersections of race, class and gender. We will examine criminological theory, and the impact and nature of gender in crime commission, criminal justice processing, and the employment of women in the criminal justice system.

**ATTENDANCE/PARTICIPATION:** Regular attendance and participation are expected. Please have assigned readings completed prior to each class meeting and come to class prepared to participate in class discussion. If there are consistent attendance problems, or students who come to class without having completed assigned readings, I reserve the right to hold periodic pop quizzes. Students who fail three quizzes will have 10 points subtracted from their final grade, and for each additional failed quiz, another 5 percentage points will be subtracted.

**REQUIRED READINGS:**

1. Jody Miller, *One of the Guys: Girls, Gangs and Gender*
2. Anne Nurse, *Fatherhood Arrested*
3. Dana Britton, *At Work in the Iron Cage*
5. Course packet – research articles posted on My Gateway

**GRADING:** Grades will be based on your performance on two in-class midterm exams, two take-home essays, and a final exam. Grade distributions are as follows<sup>1</sup>:

Two Midterm Exams:	40 percent (20 percent each)
Two Take-Home Essays:	30 percent (15 percent each)
Final Exam:	30 percent
Service Project (voluntary)	10 percent (extra credit) – see p. 5 of the syllabus for details

The two midterm exams will include multiple choice and short answer questions. The final exam will include multiple choice and short answer questions, along with one essay question. The two take-home essay questions will be provided in advance, and will require you to provide an integrated discussion of relevant course materials on gender and offending (Essay 1) and gender and criminal justice (Essay 2).

---

<sup>1</sup> but see exception to grade distribution based on pop quizzes

**ACADEMIC CONDUCT POLICY:** Late essays and exams will not be accepted or given without my PRIOR consent, and will lose points unless they are late because of a valid, documented university approved excuse. Please do your own work. Students caught plagiarizing or cheating will receive a zero on the assignment, and the case will be forwarded to the university's academic misconduct board. Plagiarism includes direct verbatim quotations lifted from written sources without citation, as well as paraphrasing quotes without citations. If you are using the ideas of an author, give the author credit for her or his work.

**ESSAY SPECIFICATIONS:** *It is your responsibility to keep an extra copy of any written work that is turned in.* Please note the following additional specifications—you will lose points if these specifications are not met:

- (1) Type size must not exceed 12 point (Times New Roman preferred)
- (2) Line spacing must not exceed double spacing
- (3) There must be no extra spaces between paragraphs
- (4) Margins must not exceed (approximately) one inch
- (5) Papers must be proofread for spelling and grammar errors

**DISABILITY SERVICES:** Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the **DisAbility Access Services Office in 144 Millennium Student Center at 516-6554** as soon as possible to ensure that such accommodations are arranged in a timely fashion.

## **COURSE OUTLINE**

1/17 Course Introduction

1/24 Gender and Crime: An Overview

READINGS: Daly, "Gender, Crime and Criminology"  
Miller, *One of the Guys*, Chapter 1  
Steffensmeier and Schwartz, "Trends in Female Criminality"

1/31 Gendered Pathways to Offending

READINGS: Bottcher, "Social Practices of Gender"  
Haynie, "Contexts of Risk?"  
Miller, *One of the Guys*, Chapter 3  
Heimer and DeCoster, "The Gendering of Violent Delinquency"

2/7 Gendered Offending: Structural Inequality and Situational Context

*FILM SCREENING: GIRLHOOD*

READINGS: Kruttschnitt and Carbone-Lopez, "Moving Beyond the Stereotypes"  
Mullins and Wright, "Gender, Social Networks, and Residential Burglary"  
Miller and Mullins, "Stuck Up, Telling Lies, and Talking Too Much"

- 2/14 Gendered Offending, Continued  
 READINGS: Miller, *One of the Guys*, Chapters 6, 7, 8
- 2/21 **EXAM ONE**
- 2/28 Gender and Criminal Justice: Policing and Processing  
 READINGS: Brunson and Miller, “Gender, Race, and Urban Policing”  
 MacDonald and Chesney-Lind, “Gender Bias and Juvenile Justice Revisited”  
 Steffensmeier et al., “The Interaction of Race, Gender and Age in Criminal Sentencing”  
 Bush-Baskette, “The War on Drugs as a War against Black Women”
- 3/7 Gender and Incarceration  
**TAKE-HOME ESSAY ONE DUE**  
 READINGS: Chesney-Lind and Pollock, “Women’s Prisons”  
 Kruttschnitt et al., “Doing Her Own Time?”  
 McCorkle, “Embodied Surveillance and the Gendering of Punishment”
- 3/14 Gender and Parenting Behind Bars  
*FILM SCREENING: PRISON LULLABIES*  
 READINGS: Nurse, *Fatherhood Arrested*, Chapters 1 and 2  
 Snyder et al., “Parenting from Prison”
- 3/21 Gender and Community Reintegration  
 READINGS: Richie, “Challenges Incarcerated Women Face as They Return to Their Communities”  
 Nurse, *Fatherhood Arrested*, Chapters 3, 4, 5
- 3/28 **NO CLASS – SPRING BREAK**
- 4/4 **EXAM TWO**
- 4/11 Criminal Justice Occupations: Gender and Policing  
 READINGS: Herbert, “‘Hard Charger’ or ‘Station Queen’?”  
 Martin, “Police Force or Police Service?”  
 Teixeira, “‘Who Protects and Serves Me?’”
- 4/18 Gender and Correctional Work  
**TAKE-HOME ESSAY TWO DUE**  
 READINGS: Britton, *At Work in the Iron Cage*, Chapters 1, 2, 3

4/25 Gender and Correctional Work, continued

READINGS: Britton, *At Work in the Iron Cage*, Chapters 4, 5, 6, 7

5/2 Wrap Up

**FINAL EXAM – MONDAY, MAY 7<sup>th</sup>, 12:30 – 2:30pm**

**PLEASE NOTE:** I will make every attempt to stick to the syllabus as written, but scheduling conflicts may come up that require us to make minor adjustments.

## **SERVICE PROJECT EXTRA CREDIT**

1. We will work together to identify local agencies that address community needs related to gender, crime and justice (for instance, battered women's shelters; organizations that assist with women's re-entry/reintegration; women's correctional facilities)
2. Students will select into one of three groups, based on their interest. Each group will take responsibility to (1) contact the agency, (2) identify its donation needs, (3) develop a plan for collecting donations, and (4) solicit and collect donations. I will take responsibility for arranging delivery of the donations.
3. Evaluation of individual students' performance on the project will be assessed based on the following:
  - (a) Each student will keep a journal, which provides a detailed record of the specific activities they participated in on the project
  - (b) Each student will evaluate themselves and the other students in their group, addressing the extent to which group members worked together and, to the extent possible, the efforts of each group member
  - (c) An essay (approximately 2-3 pages) which discusses how the agency/agencies you worked with, and the activities you took part in, are related to the topics and issues we discussed in class this semester. Bring in course materials (readings, lectures, films) that you believe are relevant for evaluating the connections between academic scholarship on gender, crime and justice and the policy and programming provided by the organizations you worked with.