

**The University of Texas at El Paso**  
**Department of Criminal Justice**  
**CRIJ 5340: Gender and Crime (CRN: 16498)**  
**Fall 2024**

**PROFESSOR INFORMATION**

**Professor:** Dr. Amanda Goodson

**Office:** Education Building, Room 111-P (2300 Randolph Drive)

**Email:** [ajgoodson@utep.edu](mailto:ajgoodson@utep.edu)

**Telephone:** (915) 747-6831

**Office Hours:** Mondays from 11:00am – 12:00pm, Wednesdays from 1:30pm – 3:00pm, or by appointment

**MEETING TIME AND PLACE**

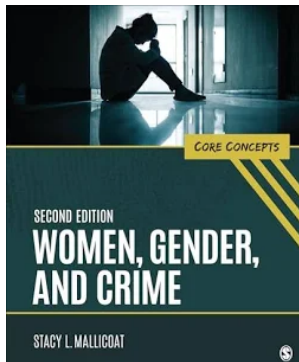
**Class Time:** 6:00pm – 8:50pm on Wednesdays

**Classroom:** Education Building, Room 114

**REQUIRED READINGS AND MATERIALS**

**Textbooks:**

Mallicoat, S. L. (2022). *Women, gender, and crime: Core concepts*. 2<sup>nd</sup> Edition. Sage Publications.



*Note:* On sale at the UTEP Bookstore or other online platforms. The physical text or eBook are both appropriate. I encourage you to select the format that works best for you. Additionally, an eBook format of the textbook is available through the UTEP library (<https://ebookcentral.proquest.com/lib/utep/detail.action?docID=30385422>) but only allows 3-users to view the book at the same time. You must select the “Read Online” option as other options will limit access to the rest of the class.

**Selected Readings (Available on Blackboard):**

Anderson, E. (2008). The code of the streets. In M. L. Frampton, I. H. Lopez, and J. Simon (Eds), *After the war on crime: Race, democracy, and a new reconstruction* (pp. 73-88). New York University.

- Batton, C., & Wright, E. M. (2019). Patriarchy and the structure of employment in criminal justice: Differences in the experiences of men and women working in the legal profession, corrections, and law enforcement. *Feminist Criminology*, 14(3), 287-306.
- Boehnlein, T., Kretschmar, J., Regoezi, W., & Smialek, J. (2020). Responding to stalking victims: Perceptions, barriers, and directions for future research. *Journal of Family Violence*, 35(7), 755-768.
- Britton, D. M., Jacobsen, S. K., & Howard, G. E. (2017). A gender lens on criminology. In *The gender of crime* (pp. 1 – 20). Rowman & Littlefield Publishers.
- Chesney-Lind, M. (2006). Patriarchy, crime, and justice: Feminist criminology in an era of backlash. *Feminist Criminology*, 1, 6-26.
- Criado Perez, C. (2019). Preface and introduction. In *Invisible women: Data bias in a world designed for men* (pp. 1 – 25). Abrams Press.
- Cullen, F. T., Browning, S. L., & Jonson, C. L., (2024). The invention of feminist criminology: Foundational perspectives. In S. L. Browning, L. C. Butler, and C. L. Jonson (Eds), *Gender and crime: Contemporary theoretical perspectives* (pp. 3 – 31). Routledge.
- Daigle, L. E., & Mummert, S. J. (2014). Sex-role identification and violent victimization: Gender differences in the role of masculinity. *Journal of Interpersonal Violence*, 29(2), 255-278.
- Daly, S. E., & Reed, S. M. (2022). “I think most of society hates us”: A qualitative thematic analysis of interviews with incels. *Sex Roles*, 86(1), 14-33.
- DeLisi, M. (2002). Not just a boy's club: An empirical assessment of female career criminals. *Women & Criminal Justice*, 13(4), 27-45.
- Fairchild, K. (2023). Understanding street harassment as gendered violence: past, present, and future. *Sexuality & Culture*, 27(3), 1140-1159.
- Heimer, K. (2000). Changes in the gender gap in crime and women's economic marginalization. *Criminal Justice*, 1, 427-483.
- Helfgott, J. B., Gunnison, E., Murtagh, A., & Navejar, B. (2018). BADASSES: The rise of women in criminal justice. *Women & Criminal Justice*, 28(4), 235-261.
- Hu, T., Jin, F., & Deng, H. (2024). Association between gender nonconformity and victimization: a meta-analysis. *Current Psychology*, 43(1), 281-299.
- Johnson, A. G. (2014). Ideology, myth and method: Femininity, masculinity, and gender roles. In *The gender knot* (pp. 73 – 91). Temple University Press.

- Jones, N. J., Brown, S. L., Wanamaker, K. A., & Greiner, L. E. (2014). A quantitative exploration of gendered pathways to crime in a sample of male and female juvenile offenders. *Feminist Criminology*, 9(2), 113-136.
- Kerrison, E. M. (2018). Risky business, risk assessment, and other heteronormative misnomers in women's community corrections and reentry planning. *Punishment & Society*, 20(1), 134-151.
- Lauritsen, J. L., Heimer, K., & Lynch, J. P. (2009). Trends in the gender gap in violent offending: New evidence from the National Crime Victimization Survey. *Criminology*, 47(2), 361-399.
- Lilly, J. R., Cullen, F. T., & Ball, R. A. (2010). Gendering criminology. In *Criminological theory: Context and consequences* (pp. 247-249). Sage.
- Lilly, J. R., Cullen, F. T., & Ball, R. A. (2010). Masculinities and crime: Doing gender. In *Criminological theory: Context and consequences* (pp. 249-251). Sage.
- Mennicke, A., Gromer, J., Oehme, K., & MacConnie, L. (2018). Workplace experiences of gay and lesbian criminal justice officers in the United States: A qualitative investigation of officers attending a LGBT law enforcement conference. *Policing and Society*, 28(6), 712-729.
- Montañez, A. (2017). Beyond xx and xy. *The New Science of Sex and Gender*, 50-51.
- Opsal, T., & Luxton, I. (2023). Gender-responsive programming for women in the community corrections context: A scoping review. *Corrections*, 1-17.
- Panfil, V. R. (2014). "I will fight you like I'm straight": Gay gang-and crime-involved men's participation in violence. *Handbook of LGBT Communities, Crime, and Justice*, 121-145.
- Scott, S., Geffner, R., Stolberg, R., & Sirikantraporn, S. (2023). Common characteristics of women who kill in the context of abuse: A content analysis of case files. *Journal of Aggression, Maltreatment & Trauma*, 32(1-2), 15-33.
- Scott-Storey, K., O'Donnell, S., Ford-Gilboe, M., Varcoe, C., Wathen, N., Malcolm, J., & Vincent, C. (2023). What about the men? a critical review of men's experiences of intimate partner violence. *Trauma, Violence, & Abuse*, 24(2), 858-872.
- Steffensmeier, D., & Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending. *Annual Review of Sociology*, 22(1), 459-487.
- Tabler, J., Golladay, K., Snyder, J. A., & Painter, M. A. (2024). Gender Expression, Skin Tone, Race/Ethnicity, LGBQ+ Identity, Discrimination, and Victimization: Moving Beyond Binaries. *Crime & Delinquency*, 00111287241245344.

Tasca, M., Orrick, E. A., & Butler, D. H. (2024). Assessing gender differences in prison rule enforcement: A focus on defiance. *Justice Quarterly*, 41(5), 699-718.

Tasca, M., Zatz, M. S., & Rodriguez, N. (2012). Girls' experiences with violence: An analysis of violence against and by at-risk girls. *Violence Against Women*, 18(6), 672-680.

Trottier, D., Benbouriche, M., & Bonneville, V. (2021). A meta-analysis on the association between rape myth acceptance and sexual coercion perpetration. *The Journal of Sex Research*, 58(3), 375-382.

West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125-151.

## **COURSE DESCRIPTION**

**Catalog Description:** Selected Topics in Criminal Justice focuses on those selected issues and problems confronting the various components of the criminal justice system. Topics covered may change each semester.

**Class Description:** The purpose of this course is to expand your knowledge of a variety of topics related to gender and crime. This course investigates definitions of gender and gender roles and how gender impacts offending, victimization, criminal justice processing, and professional experiences in the field. Students are encouraged to contemplate the unique ways in which gender and gender roles influence criminal justice policy and society at large.

**Trigger Warning:** It is important to keep in mind that victimization is something that affects millions of people nationwide. It is likely that students in this classroom may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore the etiology of victimization, the definitions, illustrations, and examples of victimization, illicit discomfort and/or emotional responses may arise. We call these "triggers." Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly. I've also included a list of university, community, and national resources on Blackboard and I encourage you to use them when needed.

## **COURSE OBJECTIVES OR EXPECTED LEARNING OBJECTIVES**

This course is designed to help you achieve the following specific learning outcomes:

1. Describe the sociocultural and political forces that have historically contributed to the invisibility of women within criminology and criminal justice.
2. Discuss and critique the criminological discourse that attempts to account for female offending and victimization.
3. Consider the role of gender, race, and class as they continue to structure society in ways that value some lives more than others.
4. Understand gender as a social construct and identify the ways in which gender influences the criminal justice system.

5. Describe the role of gender in criminological theories and be knowledgeable about research findings on key issues.

## **COURSE FORMAT**

This course is organized as a seminar format and administered as a face-to-face class. Regular attendance is expected of all students. Class starts promptly at 6:00pm on Wednesdays so please make sure to arrive on time.

Discussion will be a primary component of this course. The purpose of class discussion is to foster critical thinking and evaluation of important issues related to gender and crime. It is expected that every student helps facilitate healthy discussion by respecting other students and their opinions. Disrespect towards the professor and/or other students during class time will not be tolerated.

## **COURSE ASSIGNMENTS**

### **1) Course Reading and Syntheses: 110 points**

Students are required to submit one reading synthesis each week on the assigned readings, videos, etc. Your reading synthesis should contain the following elements:

1. Provide a short 2-3 sentence “take home point” summary for each assigned reading, video, etc. For example, if there are three assigned readings then you should have three different “take home point” summaries. Think of this assignment section as a mini annotated bibliography.
2. Provide a mini synthesis explaining what the required materials, collectively, tell us about the weekly topic. The mini synthesis should be at least 300 words in length.
3. Provide at least three discussion questions for class. Questions should not be “yes/no” type questions. Instead, they should demonstrate your ability to think critically about the course material.
4. No direct quotes should be used – this assignment should demonstrate your ability digest, critically assess, and explain course materials. Assignments with direct quotes will receive a “0”.

Reading syntheses should be submitted on Wednesdays by 8:00am via the SafeAssign link on Blackboard. Each reading synthesis is worth 10 points. There are 12 reading syntheses, 11 of which will count toward your final grade.

Please note that I am allowing students to submit weekly syntheses online because I want to provide flexibility. If, however, I notice a pattern of high submissions and low attendance then I will mandate assignments be submitted during class.

Tips:

- As graduate students, I expect that you carefully review all assigned materials and take careful notes as you progress through the content. Your notes will help you during class discussion and aid in preparing for any required assignments throughout the course of the

semester. Here are some questions that may be helpful to think about as you review the required materials:

- What is the main thesis or idea?
  - What is the hypothesis?
  - What methods are used to test this hypothesis and are they qualitative or quantitative?
  - What are the main findings?
  - Do you believe that the authors draw reasonable conclusions about their findings? Why or why not?
  - What are the limitations?
  - What is the intended audience of this article?
  - What does the article add to your knowledge of the subject?
  - What are the implications for policy and practice that can be derived from this article?
- For the “take home point” summaries, include the reference in APA format and then write your summary below. This is almost like a mini annotated bibliography.
  - The mini synthesis is NOT a summary of the “take home points” that you write for the assigned materials. Think about the bigger picture or context of the assigned course content. It often helps to think about main themes, similarities, and differences across the required material.
  - Your weekly synthesis submission should include only your own words. Do not copy and paste from course materials and do not use AI (e.g., ChatGBT).

## **2) Participation: 150 points**

This is a graduate level course, which means class attendance and active participation are expected from all students throughout the duration of the semester. Participation will be evaluated in two different areas:

- Class Discussion Leaders (50 points; 25 points x 2): Each student will take on the role of class discussant (with one to two other classmates) two times this semester. Discussion leaders should provide an overview of key themes, raise insightful points for discussion regarding the readings’ strengths, weaknesses, contributions, and discuss important implications and directions for future research. I recommend creating more than the three required discussion questions to help facilitate lead discussion. Students are welcome to include outside research, media, class activities etc. to facilitate your discussion and engage classmates. Students will sign up for discussion leads on the first day of class through a random order.
- General Participation (100 points: 10 points x 10 classes): Each student can earn up to 10 participation points on days when they are not leading discussion. Merely attending class will not earn you full points. Instead, it is expected that you be present and engage in active discussion. Contributions should demonstrate that you have completed class readings and materials. I encourage students to bring a copy of their reading synthesis to each class as this will aid in successful participation. Students are also encouraged to come to class with examples of gender and gender perceptions from other classes,

readings, media sources, etc. for class discussion. Points missed due to absence, tardiness, or leaving early cannot be made up unless there is a university approved reason (e.g., university sponsored event, religious holiday). There will be 11 weeks of participation, 10 of which will count toward your final grade.

### **3) Book Review: 100 points**

At the beginning of the semester, students will select a non-fictional book related to gender and crime. While students may choose books on similar topics, no two students may read the same book and your book must be approved by me. This assignment has two components:

- **Book Selection (5 points):** Select your book choice and write a brief synopsis (in your own words) of why you chose the book and how it relates to this course. If two students select the same book, the student who submitted their selection first will receive approval. I will share a list of books that *could* be used for this assignment though you are not required to select a book from this list. This portion of the assignment is worth up to 5 points and must be submitted via the SafeAssign link on Blackboard by Wednesday, September 25<sup>th</sup>.
- **Book Review (95 points):** Your written review should be approximately 4-6 double-spaced pages (excluding title page, references, etc.), and it should follow the format of those published in academic journals. In other words, it should include a concise summary of the book, a critical analysis of the content, a critique of the strengths and weaknesses, and application of the book to course material. APA 7<sup>th</sup> edition should be used for assignment formatting. This portion of the assignment is worth up to 95 points and is due via the SafeAssign link on Blackboard by Wednesday, November 20<sup>th</sup>.

### **4) Take-Home Final Exam: 100 points**

At the end of the semester, students will be required to complete a take-home final exam. The purpose of this take-home final examination is to acquire and then demonstrate knowledge in a given area of gender and crime, while learning how to locate and synthesize various scholarly and legislative resources in a given sentence length. You will provide an extensive amount of information about a topic related to gender and crime (it cannot be on the same topic as your selected book review), using the fewest words. This assignment will require you to demonstrate the application of your knowledge and your written communication ability.

### **5) Extra Credit**

There may be extra credit opportunities made available at my discretion throughout the semester. If offered, extra credit opportunities will be available to the entire class. Individual level basis opportunities will not be provided.

## COURSE GRADING

Final grades will be calculated based on **TOTAL POINTS** earned across all assignments outlined below and completed extra credit. You are responsible for obtaining the grade that you want in this class.

<b>Progress Checks: Points Weighted Equally</b>	<b>Points Each</b>	<b>Total Points</b>
11 Reading Syntheses	10 points	110 points
Participation		
2 Discussion Leads	25 points	50 points
10 General Participation	10 points	100 points
1 Book Review	100 points	100 points
1 Take-Home Final Exam	100 points	100 points
	<b>Total Points</b>	<b>460 points</b>

414 – 460 Points	90 – 100%	A
368 – 413 Points	80 – 89%	B
322 – 367 Points	70 – 79%	C
276 – 321 Points	60 – 69%	D
275 & Below	59% or Less	F

## CLASSROOM POLICIES

**Attendance and Participation Policy:** Your success in this course is contingent upon attending class regularly and participating in a meaningful way. As discussed above, participation is offered and integrated into the final grade. Points missed due to absence, tardiness, or leaving early cannot be made up. Work, transportation, etc. are NOT university excused absences. Please notify me via email if you are unable to attend class. Students are responsible for all course material covered in their absence and to ensure that assignments are still submitted on time.

**Student Expectations/Responsibilities:** This is a graduate level course, and the required material is substantially larger than undergraduate coursework. I do not provide a time requirement for this course. Instead, it is up to you to devote enough time to this course each week. During most weeks, this includes completing assigned readings, preparing to contribute to class discussions, submitting your assignments, and attending class. Please let me know of any individual learning needs or schedule conflicts in advance of their occurrence.

**Netiquette and Seminar Discussion Guidelines:** This course will be taught in an inclusive and comfortable space that is intellectually challenging. We will be talking about violence and victimization, which means there may be discussion surrounding debated and controversial topics. As we know, it is possible to miscommunicate what we mean or to misunderstand what was said in the classroom. Here are some basic ground rules that will facilitate healthy discussion and conversations:

- Always consider your audience. This is a graduate-level course
- Be respectful and courteous to fellow classmates and professor at all times. No harassment or inappropriate comments will be tolerated.



- When reacting to someone else, address their ideas, not the person. With this in mind, do not verbally attack another because their position is different than yours. Instead, practice refining your discussion/debate skills by becoming more informed about issues that interest you. Keep in mind that the field of criminal justice is characterized by a diverse continuum of perspectives, and the university educational experience requires that we examine issues from numerous angles.
- Blackboard is not a public internet venue; all discussions and postings to it should be considered private and confidential. Do not copy and paste documents or course material to a publicly accessible website, blog, or other space.

As the professor, I will work to foster an environment that is supportive, accepting, respectful, and intellectually stimulating. I expect all students to contribute to the shaping of an inclusive, comfortable, and educational setting by honoring the diverse backgrounds, statuses, and experiences of your fellow classmates. Failure to observe the ground rules may result in disciplinary action.

**Late Work Policy:** Requests for extensions and make-up work will only be granted in the case of a **documented, university approved** event/circumstance. If you miss an assignment/class and the reason falls outside of a university approved event/circumstance, you will receive a zero. **Students must reach out to me prior to the deadline/class** to see if an extension or make-up assignment can be granted. If an extension or make-up work has been granted, no further deadlines will be provided for that assignment/class. I strongly encourage students to submit work with plenty of time to spare in case technological issues arise.

**Email Policy:** The best way to contact me is through UTEP email. During the week (Monday – Friday) you can expect an answer from me within 24 hours. If you email me after 5:00pm, on the weekend, or a university holiday, expect a response the next business day. A few email guidelines:

- 1) Email me from your UTEP account;
- 2) Use my appropriate name (Dr. Goodson or Professor Goodson);
- 3) Identify yourself and your class (hint, this class is CRIJ 3321: Family Violence);
- 4) Clearly state your question or explain why you are emailing;
- 5) Always check the syllabus to see if your question can be answered!

This article helps with email etiquette: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Be proactive in communication – please let me know if you find that you are having trouble keeping up with the material as this will allow us time to find a solution. Finally, it is your responsibility to check your UTEP email every day for important announcements or class updates.

**Technology Requirements and Policies:** Laptops may be used only for the purpose of note-taking or other course-related activities. If students are caught using their laptops for anything non-school related, the student will lose their privilege to do so permanently. Cell phones and

headphones are not permitted for use in the classroom. Should you be observed texting or wearing headphones during class, you will be asked to leave the classroom.

Much of the course content will be available through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable Web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

At a minimum, you will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**Prohibition of Course Work Acquired Outside of Student's Own Work:** Papers purchased, written by another individual, or written using or with the assistance of an artificial intelligence system or software (e.g., ChatGPT) are strictly prohibited in this course. Failure to follow this will be considered academic dishonesty and referred to the Office of Student Conduct and Conflict Resolution. See the Scholastic Integrity section of this syllabus for more information about academic dishonesty and its consequences.

**Classroom Materials and Recording Policy:** To ensure free and open discussion of ideas, students are prohibited from recording class sessions without necessary, individual documentation from UTEP's CASS. Moreover, students are prohibited from taking pictures of or sharing classroom materials including, but not limited to class notes, PowerPoint slides, quizzes, exams, assignments, and any written, audio, and video materials developed by the professor. In individual cases where students have an accommodation for a recording device, use of recorded class content outside of the parameters of the course is prohibited. It will be for individual and educational purposes only and may be used solely for the student's own private use. Distribution or sale of any class material is prohibited without the written permission of the instructor and others who are recorded. Distribution without permission is a violation of educational privacy law.

## **UNIVERSITY POLICIES**

**Class Attendance:** According to UTEP Curriculum and Classroom Policies, “Students are expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Per the [university policy](#), excused absences include university-recognized activities (e.g., sports, band, professional conference, etc.), religious holy day, and military leave. Students must follow the required process and guidelines for notifying the instructor of these absences. Missing class due to work, transportation issues, etc. are not excused absences.

**Incomplete Grade Policy:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Accommodations Policy:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, using previously submitted academic work, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of](#)

[Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**Copyright Statement for Course Material:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Confidential help is available should you need it through the [UTEP Counseling and Psychological Services](#) or the National Domestic Violence Hotline (1-800-799- SAFE). An additional resource includes the [Center Against Sexual and Family Violence](#). Under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities. Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to DFPS. A person who reports abuse in good faith is immune from civil or criminal liability. The Texas Department of Family and Protective Services (DFPS) keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Reporting suspected abuse makes it possible for a family to get help. Here is a link to allow for such reporting and for further information:

[http://www.dfps.state.tx.us/Contact\\_Us/report\\_abuse.asp](http://www.dfps.state.tx.us/Contact_Us/report_abuse.asp)

**Course Resource:** UTEP provides a variety of student services and support. Please see below.

- Technology Resources
  - [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- Academic Resources
  - [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
  - [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Individual Resources
  - [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
  - [Center for Accommodations and Support Services \(CASS\)](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
  - [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## WEEKLY COURSE SCHEDULE

The following is a tentative course schedule. I reserve the right to make changes to the syllabus at any time for any justifiable reason. If changes are made, they will be announced in class and an updated syllabus will be uploaded to Blackboard.

Week and Days	Topic(s)	Required Material	Assignment Due Dates
W1: August 28	Syllabus review  What is Gender?	Review the syllabus and bring any questions you have to class  <u>Required:</u> <ul style="list-style-type: none"> <li>• Johnson, A. G. (2014). Ideology, myth, and magic: Femininity, masculinity, and gender roles</li> <li>• West &amp; Zimmerman (1987). Doing gender</li> <li>• Montanez, A. (2017). Beyond XX and XY</li> </ul>	<b>***All assignments should be submitted via the SafeAssign link in Blackboard unless otherwise noted***</b>
W2: September 4  <b>*UTEP is closed Sept. 2<sup>nd</sup> to observe Labor Day</b>	Gender, Methods, and Theory	<u>Required:</u> <ul style="list-style-type: none"> <li>• Mallicoat, S. L. (2022). Chapter 1: Women, gender and crime</li> <li>• Britton et al. (2017). A gender lens on criminology</li> <li>• Criado-Perez (2019). Preface and introduction in invisible women</li> </ul> <u>Optional:</u> <ul style="list-style-type: none"> <li>• Pilcher, J., &amp; Whelehan, I. (2017). Feminisms</li> <li>• Pilcher, J., &amp; Whelehan, I. (2017). Waves of feminism</li> <li>• Simpson, S. S. (1989). Feminist theory, crime, and justice. <i>Criminology</i>, 27, 605-631.</li> </ul>	Reading synthesis due by 8:00am
W3: September 11	Gender Gap in Crime	<u>Required:</u> <ul style="list-style-type: none"> <li>• Heimer, K. (2000). Changes in the gender gap in crime and women's economic marginalization</li> </ul>	Reading synthesis due by 8:00am

<p><b>*Sept. 11<sup>th</sup> last day to register for classes</b></p>		<ul style="list-style-type: none"> <li>• Lauritsen, J., &amp; Heimer, K. (2008). The gender gap in violent victimization, 1973-2004.</li> <li>• Steffensmeier, D., &amp; Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending.</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Rennison (2009). A new look at the gender gap in offending</li> <li>• Smith &amp; Paternoster (1987). The gender gap in theories and deviance: Issues and evidence.</li> <li>• Steffensmeier &amp; Haynie (2000). Gender, structural disadvantage, and urban crime: Do macrosocial variables also explain female offending rates?</li> </ul>	
<p>W4: September 18</p>	<p>Gender and Offending</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 6: Women, gender, and offending</li> <li>• Chesney-Lind (1989). Girls' crime and women's place: Toward a feminist model of female delinquency</li> <li>• Cullen et al. (2024). The invention of feminist criminology: Foundational perspectives</li> <li>• Lilly et al. (2011). Gendering criminology</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Hagan et al. (1987). Class in the household: A power-control theory of gender and delinquency</li> </ul>	<p>Reading synthesis due by 8:00am</p>
<p>W5: September 25</p>	<p>Gender and Offending</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 7: Girls, gender, and juvenile delinquency</li> <li>• Jones et al. (2014). A quantitative exploration of gendered pathways to crime in a sample of male and female juvenile offenders</li> <li>• Tasca et al. (2012). Girls' experiences with violence: An analysis of violence against and by at-risk girls</li> </ul> <p><u>Optional:</u></p>	<p>Reading synthesis due by 8:00am</p> <p>Book review selection due by 6:00pm</p>

		<ul style="list-style-type: none"> <li>• Resko et al. (2016). Reasons for fighting among violent female adolescents: A qualitative investigation from an urban, Midwestern community</li> <li>• Finigan-Carr &amp; Graham (2024). Aggressive behaviors in urban African American early adolescent girls: A systematic review of the literature</li> </ul>	
W6: October 2	Gender and Offending	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 8: Female offenders and their crimes</li> <li>• DeLisi (2002). Not just a boy's club: An empirical assessment of female career criminals</li> <li>• Scott et al. (2022). Common characteristics of women who kill in the context of abuse: A content analysis of case files</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Daly (1992). Women's pathways to felony court: Feminist theories of lawbreaking and problems of representation</li> <li>• Dehart (2018). Women's pathways to crime: A heuristic typology of offenders</li> <li>• Gilfus (1993). From victims to survivors to offenders: Women's routes of entry and immersion into street crime</li> </ul>	Reading synthesis due by 8:00am
W7: October 9	Gender and Offending	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Anderson (2008). Code of the streets</li> <li>• Daly &amp; Reed (2022). "I think most of society hates us": A qualitative thematic analysis of interviews with incels</li> <li>• Lilly et al. (2011). Masculinities and crime: Doing gender</li> <li>• Panfil (2013). "I will fight you like I'm straight": Gay gang- and crime-involved men's participation in violence</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• DeKeseredy &amp; Schwartz (2005). Masculinities and interpersonal violence</li> <li>• Kilmartin &amp; McDermott (2016). Violence and masculinities</li> </ul>	Reading synthesis due by 8:00am
W8: October 16	Gender and the CJ System	<p><u>Required:</u></p>	Reading synthesis due by 8:00am

		<ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 9: Processing and sentencing of female offenders</li> <li>• Mallicoat (2022). Chapter 11: Women, gender, and incarceration</li> <li>• Tasca et al. (2024). Assessing gender differences in prison rule enforcement: A focus on defiance</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Mountz (2020). Remapping pipelines and pathways: Listening to queer and transgender youth of color's trajectories through girls' juvenile justice facilities</li> <li>• Galardi &amp; Settersten Jr. (2018). "They're just made up different": Juvenile correctional staff perceptions of incarcerated boys and girls</li> <li>• Wakefield &amp; Spivak (2018). Lesbian, gay, bisexual, transgender, and queer offenders: Sexual orientation, gender identity, and incarceration</li> </ul>	
W9: October 23	Gender and the CJ System	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat, S. L. (2022). Chapter 10: The supervision of women</li> <li>• Kerrison (2018). Risky business, risk assessment, and other heteronormative misnomers in women's community corrections and reentry planning</li> <li>• Opsal &amp; Luxton (2023). Gender-responsive programming for women in the community corrections context: A scoping review</li> </ul>	Reading synthesis due by 8:00am
W10: October 30  <b>*Nov. 1<sup>st</sup> is the Fall Drop/Withdrawal Deadline</b>	Gender and Victimization	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Daigle &amp; Mummert (2014). Sex-role identification and violent victimization: Gender differences in the role of masculinity</li> <li>• Hu et al. (2024). Association between gender nonconformity and victimization: A meta-analysis</li> <li>• Tabler et al. (2024). Gender expression, skin tone, race/ethnicity, discrimination, and victimization: Moving beyond binaries.</li> </ul>	Reading synthesis due by 8:00am



W11: November 6	Gender and Victimization	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 3: Women, Gender, and Victimization – Rape and Sexual Assault</li> <li>• Fairchild (2023). Understanding street harassment as gendered violence: Past, present, and future</li> <li>• Trottier et al. (2021) A meta-analysis on the association between rape myth acceptance and sexual coercion perpetration</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Katz (2006). It takes a village to rape a woman</li> </ul>	Reading synthesis due by 8:00am
W12: November 13	ASC – Work Week	We will not meet in person. Use this time to work on any remaining semester readings and assignments.	No Assignments due
W13: November 20	Gender and Victimization	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat (2022). Chapter 4: Women, Gender, and Victimization – Intimate Partner Abuse and Stalking</li> <li>• Boehnlein et al. (2020). Responding to stalking victims: Perceptions, barriers, and directions for future research</li> <li>• Scott-Storey et al. (2023). What about the men? A critical review of men’s experiences of intimate partner violence</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Cannon et al. (2015). Illusion of inclusion: The failure of the gender paradigm to account for intimate partner violence in LGBT relationships</li> <li>• Edwards et al. (2022). Stalking among sexual and gender minorities: A systematic literature review</li> </ul>	<p>Reading synthesis due by 8:00am</p> <p>Book review due by 6:00pm</p>
W14: November 27 <b>*UTEP closed Nov. 28-29 for Thanksgiving Holiday</b>	No Class – Work Week	We will not meet in person. Use this time to work on any remaining semester readings and assignments. Enjoy your holiday break!	
W15: December 4	Gender and CJ Professionals	<u>Required:</u>	Reading synthesis due by 8:00am

<p><b>*Dec. 5<sup>th</sup> last day of in-person classes</b></p> <p><b>*Dec. 6<sup>th</sup> dead day</b></p>	<p>***Take-home final exam released</p>	<ul style="list-style-type: none"> <li>• Batton &amp; Wright (2019). Patriarchy and the structure of employment in criminal justice: Differences in the experiences of men and women working in the legal profession, corrections, and law enforcement</li> <li>• Helfgott et al. (2018). BADASSES: The rise of women in criminal justice</li> <li>• Mennicke et al. (2018). Workplace experience of gay and lesbian criminal justice officers in the United States. A qualitative investigation of officers attending a LGBT law enforcement conference</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>• Mallicoat, S. L. (2022). Chapter 12: Women professionals in the CJ system – police, corrections, and offender services</li> <li>• Mallicoat, S. L. (2022). Chapter 13: Women professions and the CJ system – courts and victim services</li> <li>• Todak (2024). The final frontier: Police culture for women in men’s spaces</li> <li>• Todek et al. (2022). “Well boys, welcome to the new law enforcement”: Reactions to women on elite specialty units</li> </ul>	
<p>W16 Dec. 11</p> <p><b>*Final Exams Week and Commencement</b></p>	<p>Final exams week</p>	<p>Work on take-home final exam</p>	<p>Take-home final exam is due by 11:59pm on Friday, December 13<sup>th</sup></p>