

Crime, Gender & Justice

Spring 2025

Sociology/Legal Studies 425 | 3-credits (online, asynchronous)

Lecturer: Emma-Claire LaSaine

Course Description

The course is centered on the gendered nature of the criminal justice system and the ways in which women and girls experience crime, prosecution, and incarceration in addition to how they are victims, offenders, and participants in criminal behavior and the justice system. “Gender” does not only include women, however, and this course seeks to include gross gender/sex perspectives including emphases on masculinity, femininity, and trans identities as they impact crime and punishment. Emphasis will also be placed on race, class, age, sexuality, and disability intersections throughout the course. Topics include offending, victimization, feminist criminology, women who work in criminal justice, sexual violence, trafficking, convictions, sentencing, incarceration, international crimes and more.

Learning Goals

- Comprehend the U.S. criminal justice system, incarceration, and sentencing
- Introduce students to criminological theories, specifically those focused on gender, race, class and feminist academic thought
- Explore inequalities amongst gender groups and the various other social intersections (race, class, ability, sexuality)
- Investigate a topic related to gender and justice and complete a research project
- Broaden student understanding of real-world experiences

Course Requirements and Policies

Readings: All required readings will be provided in digital format through Perusall (linked on Canvas). Your overall reading participation grade (20% of your semester grade) will be an AVERAGE of your reading participation across the entire semester. Reading participation for each unit is due at the end of that unit, but you will be most successful in the course if you keep up with weekly readings/lecture videos. To get full participation credit: 1) read all assigned pages/watch documentary videos to the end; 2) add at least 4 high-quality comments on each assignment; and 3) spend at least 15 minutes actively engaging with each assignment (i.e., not just leave the reading sitting open).

Lectures: All lectures will be posted on our Canvas page in the Kaltura Gallery. Lecture slides will be posted to Canvas in PDF form. Each lecture is worth 0.8% of your course grade; for Unit I only, your lowest lecture participation score will be dropped. Grades will be released three times per semester (after Units I, II, and IV). Lecture completion (as recorded by Kaltura) will be assessed using the following scale:

- Viewing complete video (at least 90%) - full credit
- Viewing at least half of video (50%) - half credit

- Viewing less than half or not viewing video - no credit

Participation: You are expected to complete all required readings assignments before watching lectures. To pass this course, you must be prepared to do the reading assignments consistently and thoroughly throughout the semester. You are also required to view the two recorded lectures each week. Lecture completion (as recorded by Kaltura) and reading participation (assessed in Perusall) will jointly make up your participation grade. Repeated problems with participation, including distracting or inappropriate behavior in reading comments, will reduce your grade.

Research Project: In line with the Legal Studies Department learning objectives, this course asks you to write an original paper based on research using academic sources. You will be required to find, interpret, and utilize these sources to make your own argument about how social, political, and cultural phenomena shape law and legal systems and/or about the impacts of law at the societal and individual levels. In doing so, you will demonstrate your ability to analyze information, write clearly and persuasively, and construct original arguments.

Within a few parameters, you will be able to select a topic of your own choosing.

- The topic of your paper requires approval from your instructor.
- The research project is divided into a series of assignments due at different points in the semester. See assignment guidelines on Canvas for more detail.
- The writing for all assignments must be original to this class. Papers written for other courses will not be accepted except at the discretion of the Instructor.

Additional information will be provided to you in the Assignment Guidelines for the research project.

Pro-tip: I would suggest that you start thinking about research topics now. Look through the syllabus and the course readings for topics of interest. Choose something that you want to learn more about, since you will be spending considerable time working on this. The topic does *not* need to be something that will be directly discussed in class, but will need to demonstrate understanding of course concepts.

Honors Requirements: If you are taking this course as an Honors course (optional), your research paper should be 3000-3500 words (approximately 12-14 pages) and include **at least 20 total sources, including at least 15 peer reviewed sources**. All other requirements are the same. **You must let me know of your intention to take the course for Honors credit within the first three weeks of the semester.**

Exams: There are two 75-minute online exams, each covering the content of two course units. Exams will contain approximately 50 questions (multiple choice and True/False); the second exam will not be cumulative. The exams are designed to evaluate your mastery of course materials, including lecture and reading assignments. Exams will be open-book/open-note, but they must be taken individually; you are not allowed to consult with other students in the course to complete the exam.

- Exam 1 (Unit I & Unit II through Sex Work & Human Trafficking) will open March 10 at 9:00 am CST and will close on March 16 at 11:59 pm CST.

- Exam 2 (Unit II from Parenting and the Welfare System, Unit III & Unit IV) will open May 1 at 9:00 am CST and will close May 8 at 11:59 pm CST.

Grading: For written assignments, plagiarism penalties range between 25% and 100% taken off the student's score. There are no opportunities for re-writes. Students who use writing software to write their paper (ChatGPT, etc.) will earn a score of zero automatically.

Final course grades will be based on:

Course Intro Survey: 2%

Participation: 40%

- Lecture video viewing: 20%
- Reading participation: 20%

Exam 1: 15%

Exam 2: 15%

Research Paper: 28%

- Paper Topic Statement: 1%
- Outline: 2%
- First Draft: 10%
- Final Draft: 15%

This is the grading scale employed in the class:

A	94 – 100%
AB	88 – 93%
B	83 – 87%
BC	78 – 82%
C	70 – 77%
D	60 – 69%
F	59% or below

Weekly Reading and Lecture Schedule:

Unit I: Fundamentals of Gender and the Criminal Legal System

January 21, 2025: Introduction to the Course

- Read the syllabus closely. This class has a lot of pieces to keep track of.

January 23, 2025: Foundations: The Criminal Legal System

- Hillyard and Tombs (2007) "From 'crime' to social harm?"

January 28, 2025: Foundations: Feminist Criminology

- Britton (2000) "Feminism in Criminology: Engendering the Outlaw"
- Chesney-Lind and Morash (2013) "Transformative Feminist Criminology: A Critical Re-thinking of a Discipline"

January 30, 2025: Intersectionality Part 1

- Collins (1990) “Black Feminist Thought in the Matrix of Domination” (p. 541-547 stop at “Black Women as Agents of Knowledge; read from “Situated Knowledge, Subjugated Knowledge, and Partial Perspectives” p. 549-552).
- Collins (2000) “Toward a Politics of Empowerment” (p. 276-290)

February 4, 2025: Intersectionality Part 2

- Burgess-Proctor (2006) “Intersections of Race, Class, Gender, and Crime” (p. 27-40)

February 6, 2025: Neutrality and the Law: Rules

- Crenshaw (2019) “Unmasking Colorblindness in the Law” (p. 52-54, 57, 59-67, 71-79)

February 11, 2025: Neutrality and the Law: Practice

- Saguy et al. (2020) “Reassessing Gender Neutrality”

February 13, 2025: Gendered Crime

- Naegler and Salman (2016) “Cultural Criminology and Gender Consciousness: Moving Feminist Theory from Margin to Center”

February 18, 2025: Masculinity and Crime

- McFarlane (2013) “Masculinity and Criminology: The Social Construction of Criminal Man”
- Madfis (2014) “Triple Entitlement and Homicidal Anger: An Exploration of the Intersectional Identities of American Mass Murderers”

Unit II: Topics in Gender and Crime

February 20, 2025: Rape & Sexual Violence

- Decker et al. (2019) “‘You Do Not Think of Me as a Human Being’: Race and Gender Inequities Intersect to Discourage Police Reporting of Violence against Women” (p. 772-774 stop at “Methods;” “Results” p. 774-781)
- O’Connor et al. (2018) “Students’ Articulation of Subtle Rape Myths Surrounding Campus Sexual Assault” (p. 439-442 stop at “Method;” “Results” p. 443-453)

February 25, 2025: Intimate Partner Violence & Stalking

- Anderson (2005) “Theorizing Gender in Intimate Partner Violence Research”
- Caldwell et al. (2012) “Gender Differences in Intimate Partner Violence Outcomes”

February 27, 2025: Criminalizing Reproduction

- Wodda and Panfil (2021) “Sex-positive criminology: Possibilities for legal and social change”
- Ross and Solinger (2017) “Chapter 3: Managing Fertility” (pp. 119-130, parts of 131-132 marked in text, 133-140, parts of 141-144 marked in text, and 149-157)

March 4, 2025: Sex Work & Human Trafficking

- Brooks (2020) “Innocent White Victims and Fallen Black Girls: Race, Sex Work, and the Limits of Anti-Sex Trafficking Laws”
- Hsu (2007) “Masters and Servants in America: The Ineffectiveness of Current United States Anti-Trafficking Policy in Protecting Victims of Trafficking for the Purposes of Domestic Servitude”

March 6, 2025: Writing the Research Paper

- Richlin-Klonsky and Strenski (2001) “A Guide to Writing Sociology Papers” (p. 3-4 stop at “What is Sociology?”; p. 6-8 the section titled “The Sociological Imagination”; p. 11-13; and p. 17-20).
- Krippner (2022) “Making a Sociological Argument” (p. 3-4 start at “Making Your Argument Convincing” and stop at “How to Read a (Quantitative) Journal Article”)

March 11, 2025: Exam 1 Study Day – No Lecture

March 13, 2025: Parenting and the Welfare System

- Elliot and Reid (2019) “Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization” (read p. 197-201 stop at “Methods;” read from “Findings” p. 204-216)
- Cammett (2016) “Welfare Queens Redux: Criminalizing Black Mothers in the Age of Neoliberalism Symposium on Reframing the Welfare Queen”

March 18, 2025: Schools and the Criminal Legal System

- Hirschfield and Celinska (2011) “Beyond Fear: Sociological Perspectives on the Criminalization of School Discipline”

March 20, 2025: Addiction and Crime

- Muehlmann (2018) “The Gender of the War on Drugs”

*****Spring Break March 22-March 30*****

April 1, 2025: Gender and Organized Crime

- Dichiaro and Chabot (2003) “Gangs and the Contemporary Urban Struggle: An Unprecedented Aspect of Gangs” (p. 77-93)

Unit III: Gender and Power in the Criminal Legal System

April 3, 2025: Policing and Arrest

- Archbold and Schulz (2012) “Research on Women in Policing: A Look at the Past, Present and Future”
- Kraska and Kappeler (2006) “To serve and pursue: Exploring police sexual violence against women”
- OPTIONAL: *[Women in Blue](#)*

April 8, 2025: Trial & Sentencing

- Schlesinger (2008) “Equality at the Price of Justice”

April 10, 2025: Plea Bargaining & Diversion

- Schlesinger (2013) “Racial Disparities in Pretrial Diversion: An Analysis of Outcomes Among Men Charged with Felonies and Processed in State Courts”

April 15, 2025: Supervision & Corrections

- Jenness and Fenstermaker (2016) “Forty years after Brownmiller: Prisons for men, transgender inmates, and the rape of the Feminine” TRIGGER WARNING (graphic descriptions of SA, transphobic violence)
- Pasko (2010) “Damaged Daughters: The History of Girls’ Sexuality and the Juvenile Justice System”

April 17, 2025: Beyond Formal Control

- Alexander (2010) “Chapter 4: The Cruel Hand” in *The New Jim Crow* (p. 175-201)
- Garcia-Hallett (2019) “‘We’re Being Released to a Jungle’: The State of Prisoner Reentry and the Resilience of Women of Color”

April 22, 2025: Gendered Impacts of the Criminal Legal System

- Gottschalk (2013) “The Carceral State and the Politics of Punishment” (p. 205-233)

Unit IV: Reforms and Alternatives to the Criminal Legal System

April 24, 2025: Reforming the Criminal Legal System

- Ugelvik (2016) “Chapter 22: Prisons as welfare institutions? Punishment and the Nordic model” in *Handbook on Prisons* (p. 388-399)
- [*Changing the Dynamic*](#)

April 29, 2025: Abolition and Alternatives to the Criminal Legal System

- Bell (2021) “Abolition: A New Paradigm for Reform”
- Menkel-Meadow (2007) “Restorative Justice: What Is It and Does It Work?”
- [*How to Love Your Enemy: A Restorative Justice Story*](#)

May 1, 2025: Exam 2 Study Day – No Lecture

Course Website: The Canvas website for the course will house the course syllabus and related documents, the digital version of the readings, assignment dropboxes, exams, and announcements. The Canvas gradebook is weighted. If you are confused about your grades, consult with the Instructor.

Other Business:

- Late papers are not accepted except at the discretion of the Instructor.
- Missed exams cannot be made up except at the discretion of the Instructor and provided that the student can document the reason for their absence.

- I strongly encourage you to employ the services of the [Writing Center](#) (6171 Helen C. White Hall).

Accommodations for Students with Disabilities: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#).)

Religious Observances: If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Privacy of Student Information and Digital Proctoring: The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices. Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

Academic Integrity: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of

Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Cross-Course Work

Students may not submit assignments or work for this course that they have submitted for assignments in other courses without explicit written permission from the other instructor (emailed directly to me) and talking to me directly. For research projects, at least 10 references must be newly added, (not used in the previous work) and writing cannot “self-plagiarize” without proper citation. Students who submit previous course work will receive a zero on the assignment.

Artificial Intelligence Tools: As a part of Department requirements, this course asks students to demonstrate critical reading and thinking skills. For this reason, students are expected to create their own arguments and identify and implement supporting evidence for each written assignment without the use of Artificial Intelligence (AI) software such as Chat GPT or Writer. While AI tools may prove useful to student success in some UW-Madison courses, relying on AI to summarize or evaluate readings, or asking AI to generate thesis statements, supporting arguments, or evidence for written assignments directly prevents students from learning and demonstrating the skills evaluated in this course. As such, use of AI is prohibited in this class. Instructors will use AI detection software and any written assignments where AI-generated material is identified by instructors will be treated as plagiarism.

Institutional statement on diversity: [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Course Evaluations: Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Departmental notice of grievance and appeal rights: The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the Chair of the Legal Studies Department, Ralph Grunewald (grunewald@wisc.edu).

Intellectual Property and Privacy of Student Records: You may **not record** any course meetings without written consent from your instructor and teaching assistant. If a lecture is not already recorded, you are not authorized to record our discussions without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]. The privacy of your contributions and your classmates' contributions to lecture and discussions are protected by federal law. Lecture materials, lecture recordings, discussion materials and recordings for Sociology/Legal Studies 425 are protected intellectual property of your instructor(s) and of the University of Wisconsin-Madison. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.