

Gendered Crime and Justice

Fall 2021

Faculty

Meghan Doughty (she/her pronouns)

Email: doughtym@Evergreen.edu

Office: Lab 1, 3010

Office Hours: By Appointment

*Appointments can be over the phone or online via Zoom, Skype or Facetime

Communicating: Email, Canvas Announcement and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly. I will attempt to respond to all emails Monday-Friday within 24 hours.

Location

Zoom and Asynchronous (Video lectures, PersuAll posts on Canvas)

Time

Weekend 1	<u>10/15 (Fri)</u>	5:00 PM - 8:50 PM
Weekend 1	<u>10/16 (Sat)</u>	9:00 AM – 12:00 PM 1:00 PM – 4:00 PM Asynchronous
Weekend 1	<u>10/17 (Sun)</u>	9:00 AM – 12:00 PM 1:00 PM – 4:00 PM Asynchronous

Weekend 2	<u>11/05 (Fri)</u>	5:00 PM - 8:50 PM
Weekend 2	<u>11/06 (Sat)</u>	9:00 AM – 12:00 PM
Weekend 2	<u>22/07 (Sun)</u>	9:00 AM – 4:00 PM

*Two recorded lectures

Course Description: Gender-based discrimination is prevalent throughout the criminal justice system. Although, this discrimination surfaces in many different ways, often dependent on a person's background or socioeconomic status. During this class, you will explore various theories on the causes of gender-based crime and the characteristics that make a crime gender-based. You will probe the context and evolution of laws and policies around gendered crime and justice and develop a podcast episode examining current solutions. (Don't worry we will go over how to do this in class!)

Our work will be conducted remotely, using Canvas and Zoom. I will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

Salish Tribal Land Statement: The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders

past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

Learning Objectives

1. You will be able to differentiate between different causal theories of gender-based violence
2. You will be able to explain the context and evolution of laws and policies surrounding gender-based violence
3. You will be able to critique the context and evolution of laws and policies surrounding gender-based violence
4. You will be able to translate technical information for a lay audience

Note about Self-Care

- Recognize that this is an academic course about personal and sensitive topics.
- Please exercise good self-care and know your limits. See this [self-care assessment](#) for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Assume that there are survivors in the class and be considerate of this likelihood in class discussions.
- Your personal experience and the experiences of the people you know are not representative of everyone's experiences.
- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

Credit Policy: Students will receive 4 graduate credits in Public Policy at the end of the course if all requirements have been satisfactorily completed.

Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance.

Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [the MPA Handbook College statement on academic honesty](#) more information.

Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Participation & Attendance: Students are required to attend each Zoom class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After a Zoom absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: If there is an unavoidable need to turn in an assignment late, the student should contact me via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Evaluation: A written self-evaluation and faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

Required Readings

All readings will be available on our Canvas page

First Weekend

Friday, October 15th: Foundations of Gendered Crime

1. Belknap, J. (2020). *The invisible woman: Gender, crime, and justice*. SAGE Publications (p.12-19, p.22-24, p.27-46, p. 63-70)
2. Buzawa, E., Buzawa, C. & Stark, E. (2012). The role of state and federal legislation. Chapter 9 in *Responding to domestic violence* (p.221-240).
3. Podcast: Radiolab, Episode Sex Appeal ([link](#), also contains a transcript)

Saturday, October 16th: Introduction to IPV

1. Crenshaw, K. (1993). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Reprinted in *Violence*

Against Women: Classic Papers.

2. O' Toole, L. L., Schiffman, J. R., & Edwards, M. L. (2007). *Gender violence: Interdisciplinary perspectives*. New York University Press. (Chp. 15 & 16)
3. National Institute of Justice. (2016). *Violence against american indian and alaska native women and men*. ([link](#), [need transcript](#))
4. Podcast: Code Switch, Stepping Back Inside Carmen Maria Machado's 'Dream House' ([link](#), [need transcript](#))

Sunday, October 17th: Sexual Assault on College Campuses

1. Fisher, B.S., Daigle, L.E., & Cullen, F.T. (2010). The discovery of sexual victimization. Chapter 1 in *Unsafe in the ivory tower: The sexual victimization of college women* (p.1-24).
2. Palmer, J. E., & St. Vil, N. M. (2018). Sexual assault disclosure by college women at historically black colleges and universities and predominantly white institutions. *NASPA Journal About Women in Higher Education*, 11(1), 33-55.
3. Podcast: Gangster Capitalism, Jerry Falwell Jr. and Liberty University | EP 3: Protecting the Brand ([link](#), [need transcript](#))
 - a. Optional Follow-Up Podcast: Gangster Capitalism, Jerry Falwell Jr. and Liberty University | Bonus: Jane Does v. Liberty ([link](#), [need transcript](#))

Asynchronous Weekend 1 (October 15-17): Sexual Harassment and Stalking

1. Recorded Lecture
2. DeMatteo, D., Wagage, S., & Fairfax-Columbo, J. (2017).
Cyberstalking: Are we on the same (web)page? A comparison of statutes, case law, and public perception. *Journal of Aggression, Conflict and Peace Research*, 9(2), 83-94.
3. Ngo, F. T. (2020). Racial Differences in Stalking Victimization, Police Reporting, and Coping Strategies among White, Black, and Asian Americans. *Psycho-Criminological Approaches to Stalking Behavior: An International Perspective*, 37.
4. Podcast: On Our Watch, Conduct Unbecoming ([link](#), need transcript)

Asynchronous Weekend 1 (October 15-17): How to Use Audacity

1. Recorded Lecture
2. Getting Started with Audacity – Audacity Tutorials for Beginners ([link to article](#))
3. How to use Audacity to Record & Edit Audio - Beginners Tutorial ([link to video](#))

Second Weekend

Friday, November 5th: Legal Responses

1. Wriggins, J. (1983). Rape, racism and the law. *Harvard Women's Law Journal*, p.103-141.
2. Belknap, J. (2020). *The invisible woman: Gender, crime, and justice*. SAGE Publications (p.134-140, p. 247-256, p.415-417)
3. Podcast: Cite Black Women, We Must Center Black Trans Women in This Struggle - Imara Jones ([link](#), [need transcript](#))

Saturday, November 6th: Controversies Affecting Policy Response

1. Palmer, J. E., Fissel, E. R., Hoxmeier, J., & Williams, E. (2021). #MeToo for whom? Sexual assault disclosures before and after#MeToo. *American journal of criminal justice*, 46(1), 68-106.
2. Straus, M. (2005). Women's violence toward men is a serious social problem. Chapter 4 in *Current controversies on family violence* (p.55-78)
3. Loseke, D. & Kurz, D. (2005). Men's violence against women is the serious social problem. Chapter 5 in *Current controversies on family violence* (p.79-95)
4. Podcast: All My Relations Podcast, Protect Indigenous Women ([link](#), [need transcript](#))

Sunday, November 7th : Responses to Offenders

1. Shields, R. T., & Cochran, J. C. (2020). The gender gap in sex offender punishment. *Journal of quantitative criminology*, 36(1), 95-118.

2. Cannon, C. E. (2019). What services exist for LGBTQ perpetrators of intimate partner violence in batterer intervention programs across North America? A qualitative study. *Partner abuse*, 10(2), 222-242.
3. Podcast: This American Life, Throw the Book at Them, ([link](#), [need transcript](#))

Asynchronous Sunday, November 7th: Podcast Listening Session

Assignments

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center:

<https://www.evergreen.edu/writingcenter/resources>

PersuAll Posts

You are required to post at least THREE times per article. The first two posts are in response to the reading. The third post is in reply to a classmate's responses. To recap, your first post = reply to the article, your second = reply to the article, and third posts = reply to classmate.

The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts.

Watch How-To video ([link](#)), **Due:** October 10th by 11:00pm

First two posts on each article for Weekend One, **Due:** October 14th by 11:00pm

Third response post on each article for Weekend One, **Due:** October 19th by 11:00pm

First two posts on each article for Weekend Two, **Due:** November 4th by 11:00pm

Third response post on each article for Weekend Two, **Due:** November 9th by 11:00pm

Learning Objective Demonstrated: You will be able to:

- Differentiate between different causal theories of gender-based violence
- Explain the context and evolution of laws and policies surrounding gender-based violence
- Critique the context and evolution of laws and policies surrounding gender-based violence

Listening Worksheet

Date: October 15th, posted to Canvas by 11:00pm

Instructions: Listen to the podcast (Sex Appeal) and write down who you heard talking and what sounds were used other than interviews. The worksheet is posted under the Foundations module.

Learning Objective Demonstrated: You will be able to translate technical information for a lay audience

Sign Up for Topics

Due Date: October 16th, sign-up on Canvas by 11:00pm

Instructions: Sign-up for a topic in groups of 2-3. We will also facilitate sign-up in class.

Group Podcast Outline

Due Date: October 24th, posted to Canvas by 11:00pm

Instructions: Meet with your group and answer the following questions:

- What is my podcast's driving question? (Similar to a thesis)
- What is the podcast not about? (Narrow your focus, you can't cover everything about this topic in 20-30 minutes)
- How will I ensure my podcast is fair to the people and policies it represents? (Remember these are real peoples' lives and careers)
- How will I engage my audience — and hold them? (What is your hook? Why should anyone listen to this podcast?)
- What is the structure of the podcast? (What is the beginning, middle and end?)
- What will the audience remember when it's over? (What is your take-away? This should in some way relate to the driving question of the

podcast. Even if you can't fully answer the question you raise, what is important for the audience to understand at the end this podcast?)

Learning Objective Demonstrated: You will be able to:

- Explain the context and evolution of laws and policies surrounding gender-based violence
- Critique the context and evolution of laws and policies surrounding gender-based violence
- Translate technical information for a lay audience

Practice Recording and Uploading

Due Date: October 31st, posted to Canvas by 11:00pm

Instructions: Practice recording and uploading part of your podcast using audacity. This could be narration, story sounds or an interview, etc. The file should be at least 2 minutes long.

Learning Objective Demonstrated: Translate technical information for a lay audience

Podcast Script

Due Date: October 31st, posted to Canvas by 11:00pm

Instructions: Write out the script of your podcast. This should include all dialogue and sounds that will be used in the final podcast.

Learning Objective Demonstrated: You will be able to:

- Explain the context and evolution of laws and policies surrounding gender-based violence
- Critique the context and evolution of laws and policies surrounding gender-based violence

- Translate technical information for a lay audience

Final Podcast

Due Date: November 6th, posted to Canvas by 11:00pm

Instructions: Record and upload the final version of your podcast using Audacity

Learning Objective Demonstrated: You will be able to:

- Explain the context and evolution of laws and policies surrounding gender-based violence
- Critique the context and evolution of laws and policies surrounding gender-based violence
- Translate technical information for a lay audience

Course Policies

Accessibility Statement

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. I reserve the right to ask for no technology in the classroom if it becomes a distraction.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the

office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

COVID-19 Considerations

With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All readings will be posted on Canvas. Lectures will be delivered synchronously, “live”, through Zoom, and three recorded lectures will be posted on Canvas. It is not recommended to participate using a cellphone. If you are having trouble accessing class information please reach out and we will see what accommodations are available.

National and Religious Holidays Statement

Please inform us in writing within the first two weeks of class if you will miss specific class modules because of holidays of faith or conscience, or for

an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at:

<https://www.evergreen.edu/policy/religious-observance>[Links to an external site.](#)

Disability and Chronic Illness Access

As program faculty, I am committed to creating an environment in which meaningful learning is accessible to every program member. Please tell me very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, I will keep the condition confidential unless you give me permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the [Evergreen Access Services Office](#)[Links to an external site.](#) to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen's [Assistive Technology \(AT\) Lab](#)[Links to an external site.](#) is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

Inclusive Practices Policy

Generous response to others' requests for inclusive practices counts people in. Requests that someone speak more loudly or slowly, read aloud, follow inclusivity guidelines for presentations, write in large letters on the board, or enable captioning when available are requests to be included.

Faculty Title IX Responsibility to Report Sexual Harassment

The College's [Title IX Policy and Procedure](#) provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#).

Students may also access services confidentially through [Student Wellness Services](#), 360.867.6200, or by contacting Evergreen Chaplain Melissa

Bennett, M.Div. (she/her); Umatilla, Nez Perce, Sac & Fox, Anishinaabe; at bennettm@evergreen.edu. She is the Student Activities Assistant Director of Spirituality and Meaning Making.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email titleixcoordinator@evergreen.edu. You may also report anonymously at evergreen.edu/incidentreport.

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations*, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a

reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them

<https://evergreen.edu/emergencyresponse>