

DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO MISSISSAUGA

SOC219H5F LEC9101
Gender & Crime Syllabus
Fall 2021



Course Information

Meeting Day & Time	Thursdays 3:10 PM - 5:00 PM
Location	Zoom Room [REDACTED]
Instructor	Professor Smith (she/her)
Office Location	[REDACTED]
Office Hours	drop-in via Zoom on Thursdays 1:30 PM – 2:30 PM or by appointment
E-mail Address	via Quercus Messaging
Course Web Site	https://q.utoronto.ca/courses [REDACTED]
Teaching Assistant	[REDACTED]
Office Hours	via Zoom and by appointment
E-mail Address	via Quercus Messaging

Course Description

This course explores how masculinity and femininity shape and are shaped by offending, violence, and victimization. Possible topics may include the gender gap in crime, intersectionality, gender diversity, victimless crimes, survival crimes, gender-based violence, and missing and murdered Indigenous women. [24L]

Prerequisite: SOC100H5 and SOC109H5 (or SOC209H5)

Exclusion: CRI380H1 or SOC365H5 Special Topics in Criminology: Gender, Violence, and Offending (Fall 2019 and Winter 2020) (SSc)

Distribution Requirement: SSc

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Detailed Course Description

Men commit more crime and are more likely to be victims of violence than women. The gender gap is the largest demographic disparity in crime, and some scholars have called the gender gap in crime “universal.” This course examines the gender gap in crime by focusing on how masculinity and femininity shape and are shaped by offending, violence, and victimization, and how gender and crime differences are compounded by cis-sexism, race, Indigeneity, class, sexuality, nation, and migration status. Starting with historical criminological theories of difference, this course will focus on the following contemporary topics: gendered offending patterns, pathways, street masculinities and femininities, gender diversity, gangs, victimless crimes, survival crimes, gender-based violence, and missing and murdered Indigenous women.

Learning Outcomes

1. Critical thinking about gender, violence, and offending in society
2. Evaluate cases of inequality in crime and victimization using gender theories
3. Practice clear and effective communication through writing and speaking
4. Practice collaboration and leadership through weekly group-based assignments
5. Recognize, evaluate, and write evidence-based arguments

Textbooks and Other Materials

All readings and course media will be available through the library or through links in Quercus.

Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.

Evaluation Components

Type	Description	Due Date	Weight
Quiz	Weekly Quizzes 1-10, the lowest scoring quiz is dropped	On-going	25%
Assignment	Weekly In-class Assignments 1-10, the lowest scoring assignment is dropped	On-going	24%
Assignment	Beginning of Term Check-in Survey	2021-09-09	0.5%
Assignment	Midterm Check-in Survey	2021-10-21	0.5%
Assignment	Midterm Essay	2021-10-21	25%
Assignment	Final Essay	2021-12-02	25%
Total			100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades log on to [ACORN](#).

Grading

Weekly Quizzes

Due: Weekly before class, Thursdays, 3:00 PM

Details: Weekly quizzes are designed to check completion and comprehension of the assigned materials and draw connections to lectures. There are 10 quizzes total, and the lowest scoring quiz will be automatically dropped from the final grade. Quizzes prepare students for the in-class assignments and essays. Quizzes work toward learning outcome 1 through critical thinking questions about gender and crime in society, learning outcome 2 by building knowledge on inequality and crime and gender theories, and learning outcome 5 by analyzing evidence-based arguments.

Weekly In-class Assignments

Due: Weekly at the end of class, Thursdays 5:00 PM

Details: Students will work in small, assigned groups (via Zoom breakout rooms) to apply and connect course material. There are 10 in-class assignments total, and the lowest scoring assignment will be dropped from the final grade. In-class assignments work toward all five course learning outcomes.

Beginning of Term Check-in Survey

Due: 09 September 2021, 11:59 PM

Details: This survey is an organizational tool to prepare students and instructors for the course. It will be marked for completion.

Midterm Check-in Survey

Due: 21 October 2021, 11:59 PM

Details: This survey is an organizational tool to check in on student's learning and access of the course material. It will be marked for completion.

Midterm Essay

Due: 21 October 2021, 11:59 PM

Details: Students will write an essay following specific prompts and guidelines that will be posted on Quercus. The essay will summarize and connect major themes of the course. The essay will assess the level of critical thinking, comprehension, and analysis students made throughout the course. The essay will be evaluated on the demonstration of critical thinking about course material, quality of the writing, and organization of arguments. The essay works toward learning outcomes 1, 2, 3, and 5.

Final Essay

Due: 02 December 2021, 11:59 PM

Details: Students will write an essay following specific prompts and guidelines that will be posted on Quercus. The essay will summarize and connect major themes of the course. The final essay is cumulative. The essay will assess the level of critical thinking, comprehension, and analysis students made throughout the course. The essay will be evaluated on the demonstration of critical thinking about course material, quality of the writing, and organization of arguments. The essay works toward learning outcomes 1, 2, 3, and 5.



Class/Seminar Format

This fall Soc 219 is an online synchronous class held on Zoom. Each week focuses on a different topic, but we will be working toward the same learning objectives every week. Students will attend synchronous class meetings from 3:10-5:00 PM on Thursdays and are expected to attend the entire class meeting. Generally, the first part of class will be lecture and large group discussion, and the second part of class will be in breakout rooms with your small groups to complete in-class group assignments. Participation is required for the in-class group assignments. Zoom audio and video are optional during Professor Smith's lectures, but audio and video are required during the breakout rooms. To prepare for class and to contribute meaningfully to your group, students will complete a weekly quiz before class begins. Professor Smith will randomly assign you to groups for in-class assignments at the beginning of the term, and you will be working with the same group all term unless any issues arise. If you are having any issues with your group or group members, please contact Professor Smith and she will work with you to make changes.

Professor Smith will hold drop-in office hours on Zoom from 1:30-2:30 PM on Thursdays (before class and before the weekly quiz is due). Students do not need an appointment to attend this office hour as they are drop-in. The TA and Professor Smith will also hold individual (or private group) office hours virtually by appointment.

To the best of her ability, Professor Smith will keep everything related to the course in Quercus and Zoom to minimize our need for external tools and software. She will use Quercus calendar, announcements, and messages (aka Quercus email) to help you stay organized. Be sure to login to Quercus regularly and check your notification settings so you don't miss anything.

We will be discussing sensitive content in this course, and we need to co-create a positive learning environment to engage this content respectfully. Get to know others in your group so that you can build trust in grappling with these difficult and sensitive topics. Please ask clarification questions or discussion-generating questions to me, your TA, and your classmates. Distinguish between opinions and research in your writing and discussion. We also need to be respectful of varying points of view. We come from different backgrounds and have different experiences with crime, violence, victimization, and the criminal justice system. Please be mindful and respectful of these varied experiences during our discussion and activities, so that learning can happen for everyone.



Professor Smith's Quercus Tips

- I love Quercus! I have used several online course management systems in my years of teaching, and Quercus (a.k.a. Canvas) is the best. I have years of experience using this system (which means I also understand its limitations well). If you are struggling to find what you need, please drop in to my Zoom office hour, and I can help you navigate the system and become more confident with its tools.
- You will need to log in to Quercus regularly for this class. All course materials, assignments, instructions, and announcements will be posted there. I try to minimize the use of external applications whenever possible—even email.
- If you find that you are missing information and notifications on Quercus, you can update your notification settings for all your classes. Here are the [instructions](#) on how to do this.
- The messaging system in Quercus is very effective at keeping all our communications in one place. Your name and course enrolment (and optional profile photo) always accompany your Quercus messages, which helps me know who you are right away, which class of mine you are in, and keeps our communication organized. Please use the messaging system for all course-related communication with the TA and me. You can set up Quercus to forward all messages to your email, but please reply to all messages using Quercus.
- For some assignments, you will be directly submitting text to the assignment (rather than uploading a file). For these assignments, I recommend that you write your assignments or responses in a document outside of Quercus. Then copy, paste, and fix the formatting in Quercus and then submit. I have had many students lose their work when clicking submit because of a lost or weak internet connection. Their brilliant writing disappeared into the internet void. Writing your assignment in an external document creates a backup copy and will save you from having to rewrite your work.
- Quizzes are timed and for a single attempt. This means that you can't save your work and come back to a quiz later. If you ever accidentally start the wrong quiz, please close the quiz right away. Then send me and the TA a Quercus message to let us know which quiz you accidentally opened. From our end, we will be able to see the accidental attempt and give you a second attempt with the same deadline. The same goes for losing your internet connection while taking a quiz. Just let the TA and me know right away, and we will set up a second attempt for the same deadline.
- When we mark your work, we actually have three ways to provide you feedback: through the [rubric](#), through the [assignment comment feature](#), and for assignments that require uploading a document through [mark up on a pdf version](#) of your paper. (I have provided three links with instructions on how to locate the different kinds of feedback.)
- Please upload a photo or avatar to your Quercus and Zoom accounts. These will appear in your Quercus messages and groups and help the TA and me learn who is who in our class. Zoom requires an additional upload of the photo or avatar.
- The word “quercus” is Latin for oak. Our learning management system was named this after [UofT's crest](#) that features an oak tree.



Course Schedule

**Date of
class
meeting**

Topic

*Indicates work by Black, Indigenous, Latinx, and LGBTQ2S scholars.

Week 1: Introduction

Reading
Syllabus

2021-09-09

Assignments

In-class assignment 1 (due 5:00 PM)

Week 1 quiz (due 11:59 PM)

Beginning of term check-in survey (due 11:59 PM)

Week 2: The Gender Gap in Offending

Reading

*Cervantes, Susana Vargas. 2019. *The Little Old Lady Killer: The Sensationalized Crimes of Mexico's First Female Serial Killer*. New York: New York University Press.
[Chapter 2: "Framing the Serial Killer: El Mataviejitas" pp. 25-62]

2021-09-16

Blog

Abbott, Karen. 2011. "The Life and Crimes of 'Old Mother' Mandelbaum." *Smithsonian Magazine*. September 06. (<https://www.smithsonianmag.com/history/the-life-and-crimes-of-old-mother-mandelbaum-71693582/>).

Assignments

Week 2 quiz (due 3:00 PM)

In-class assignment 2 (due 5:00 PM)

Week 3: Masculinity & Violence

Reading

*Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W. W. Norton & Company, Inc.
[Chapter 2: "Campaigning for Respect" pp. 66-106]

2021-09-23

Documentary

Tough Guise 2: Violence, Manhood & American Culture. 2013. Dir. Jackson Katz. Media Education Foundation.
[78 minutes]

Assignments

Week 3 quiz (due 3:00 PM)

In-class assignment 3 (due 5:00 PM)

Week 4: Femininity & Violence

Reading

*Jones, Nikki. 2010. *Between Good and Ghetto: African American Girls and Inner-City Violence*. New Brunswick, NJ: Rutgers University Press.

[Chapter 3: “Ain’t I a Violent Person?” pp. 74-106]

2021-09-30

Documentary

Girlhood: Growing Up on the Inside. 2003. Dir. Liz Garbus. Moxie Firecracker Films.

[88 minutes]

Assignments

Week 4 quiz (due 3:00 PM)

In-class assignment 4 (due 5:00 PM)

Week 5: Gender & Gangs

Reading

*Panfil, Vanessa R. 2017. *The Gang’s All Queer: The Lives of Gay Gang Members*. New York: New York University Press.

[Chapter 4: “‘In the Game’: The Experiences of Gay Men in Straight Gangs” pp. 108-137]

2021-10-07

Podcast

Yousef, Odette. 2017. “Power, Protection and Identity: Why Girls Join Gangs.” WBEZ Chicago Every Other Hour. September 8. <http://interactive.wbez.org/everyotherhour/girls-and-guns/>.

[10 minutes]

Assignments

Week 5 quiz (due 3:00 PM)

In-class assignment 5 (due 5:00 PM)

2021-10-14

Reading Week

Week 6: Midterm

Reading

No readings this week

2021-10-21

Assignments

Midterm check-in survey (due 11:59 PM)

Midterm essay (due 11:59 PM)

Week 7: Gender & Drugs

Readings

Boeri, Miriam. 2013. *Women on Ice: Methamphetamine Use among Suburban Women*. New Brunswick, NJ: Rutgers University Press.

[Chapter 1: "Methamphetamine: The Perfect Drug For Suburban Women" pp. 1-24]

2021-10-28

Sue, Kimberly. 2019. *Getting Wrecked: Women, Incarceration, and the American Opioid Crisis*. Oakland, CA: University of California Press.

[Chapter 1: "Introduction: 'It's Just Part of the Game'" pp. 1-21, pp. 22-25 are optional and not required]

Assignments

Week 7 quiz (due 3:00 PM)

In-class assignment 7 (due 5:00 PM)

Week 8: Missing & Murdered Indigenous Women

Reading

*Ogden, Stormy. 2005. "The Prison-Industrial Complex in Indigenous California." Pp. 57-65 in *Global Lockdown: Race, Gender, and the Prison-Industrial Complex*, edited by J.

Sudbury. New York: Routledge.

2021-11-04

Documentary

Highway of Tears. 2015. Dir. Matthew Smiley. Finesse Films.

[79 minutes]

Assignments

Week 8 quiz (due 3:00 PM)

In-class assignment 8 (due 5:00 PM)

Week 9: Sexual Violence

Reading

Hirsch, Jennifer S., and Shamus Khan. 2020. *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. New York: W. W. Norton & Company.

[Chapter 1: "Sexual Assaults" pp. 1-33]

2021-11-11

Mini Lectures

Hirsch, Jennifer S., and Shamus Khan. 2021. "Taking a Public Health Approach to Campus Sexual Assault." Sexual Citizens Micro-Lectures, February 7.

<https://www.youtube.com/watch?v=JRiSSFryOFQ>.

[16 minutes]

*Ackerman, Alissa R. 2019. "The Importance of Connection." TEDxCSULB, January 23.

<https://www.youtube.com/watch?v=DTfBVR1eLFo&t=816s>.

[13 minutes]

Assignments

Week 9 quiz (due 3:00 PM)

In-class assignment 9 (due 5:00 PM)

Week 10: Intimate Partner Violence**Reading**

*Samuels-Wortley, Kanika. 2019. "Violence against Black Youth in the Great White North: Exploring the Prevalence of Victimization Among Black Women from a Canadian Context." Pp. 229-48 in *Violence Against Women of African Descent: Global Perspectives*, edited by A. Kalunta-Crumpton. New York: Rowman & Littlefield.

2021-11-18

Documentary

Private Violence. 2014. Dir. Cynthia Hill. Women Make Movies.
[78 minutes]

Assignments

Week 10 quiz (due 3:00 PM)

In-class assignment 10 (due 5:00 PM)

Week 11: Violence Against LGBTQ2S People**Reading**

*Guadalupe-Diaz, Xavier L., and Carolyn M. West. 2020. "The Intersections of Race and Immigration." Pp. 133-166 in *Transgender Intimate Partner Violence*, edited by A. M. Messinger, and X. L. Guadalupe-Diaz. New York: New York University Press.

2021-11-25

Documentary

The Village. 2019. "The Justice Project: Detroit Trans Women of Colour Take a Stand against an Epidemic of Violence." Canadian Broadcasting Corporation Uncover. May 15. <https://www.cbc.ca/radio/uncover/the-justice-project-detroit-trans-women-of-colour-take-a-stand-against-an-epidemic-of-violence-1.5137460>.
[11 minutes]

Assignments

Week 11 quiz (due 3:00 PM)

In-class assignment 11 (due 5:00 PM)

Week 12: Conclusion

2021-12-02

Reading

No new readings

Assignments

Final essay (due 11:59 PM)

Last Date to drop course from Academic Record and GPA is **November 10, 2021**.

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Student Services & Resources

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach Accessibility Services as soon as possible. The Accessibility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with Accessibility, please call the Centre at 905-569-4699 or e-mail access.utm@utoronto.ca.
<http://www.utm.utoronto.ca/access>

Robert Gillespie Academic Skills Centre

The Centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams.

<http://www.utm.utoronto.ca/asc/>

UTM Library (Hazel McCallion Academic Learning Centre)

The UTM Library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.

<http://library.utm.utoronto.ca>

UofT Sexual Violence Prevention and Support Centre

The Sexual Violence Prevention and Support Centre helps and support students at the University of Toronto who have been affected by sexual violence or sexual harassment.

<https://www.svpscentre.utoronto.ca>

A variety of other student support services and resources can be found at <http://www.utm.utoronto.ca/current-students>, including academics, health, wellness, and student services.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.