Sociology 389
Gender, Law & Crime
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Winter 2020
Tuesdays 1:00 PM to 2:30 PM & Thursdays 11:30 PM to 1:00 PM
Botterell Hall, Room 147

Revised 1 January 2020

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COURSE DESCRIPTION

This course offers an overview of sociological theory and research on gender, law, and crime. We investigate gender differences in offending, victimization, and criminal justice processing. The course starts by critically examining the social facts surrounding the extent and distribution of crime with reference to gender comparisons. Next, we study the principal sociological explanations of gender differences in criminal behavior. These theories provide conceptual tools for the analysis of specific types of crime. We explore gang-related crime, prostitution, intimate partner violence, sexual assault, criminal harassment, homicide and femicide. In the final section of the course, we examine gender in relation to law, with attention to courts and sentencing patterns, prisons, and desistence. Course readings and lectures draw on contemporary research from a variety of theoretical perspectives, some of which present very different—and at times conflicting—ways to think about the relationship between gender and crime. Students are encouraged to think critically about—and to consider the strengths and limitations of—all perspectives explored in the course.

PREREQUISITES

Sociology 122 (Introductory Sociology) and Sociology 275 (Theories of Social Deviance)
INTENDED STUDENT LEARNING OUTCOMES
Upon successful completion of this course students will be able to:
1. understand how crime is currently measured and the extent and distribution of criminal behavior according to these measures. An understanding of gender variations across these forms of data is critical.
2. gain a working knowledge of the key sociological theories of gender differences in the nature and occurrence of crime.
3. apply the conceptual tools of these theories to selected case studies and empirical research studies.
4. critically evaluate concrete policy responses to crime (with attention to the gendered variations in criminal offending and victimization).

ASSESSMENT OF LEARNING OUTCOMES
Assessment of learning outcomes will take place through in-class writing assignments, an essay assignment, and a final examination.

REQUIRED READINGS

There is also a collection of research articles. These articles are available on-line in the Queen’s library system. The textbook is for sale in the Campus Bookstore and for loan at Stauffer Library Reserve Desk. Readings are listed in the course schedule (below).

COURSE SCHEDULE

Week 1: 7 & 9 January
WELCOME AND THE BIG PICTURE: GENDERED TRENDS IN CRIME

- Britton et al. (textbook), Chapter 1.
- Also, take a few minutes to visit the Juristat website (Statistics Canada justice statistics) and explore gender differences and similarities across crime statistics, court records, and corrections: http://www.statcan.gc.ca/pub/85-002-x/index-eng.htm
Week 2: 14 & 16 January  
**Gender Roles & Peer Influences**  

Week 3: 21 & 23 January  
**Control Theories & Families**  
- Britton et al. (textbook), Chapter 2.  

Week 4: 28 & 30 January  
**Gender & Strain Variants**  

Week 5: 4 & 6 February  
**Feminist Explanations**  

Week 6: 11 & 13 February  
**Gender, Structural Disadvantage & Gangs**

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**Week 7: 18 & 20 February**  
**Reading Week (No Classes): No Assigned Readings, No Due Dates.**

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**Week 8: 25 & 27 February**  
**Prostitution**  
*Essay A due Thursday 27 February in class*


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**Week 9: 3 & 5 March**  
**Intimate Partner Violence & Homicide**  
*Essay B due Thursday 5 March in class.*

• Britton et al. (textbook), Chapter 4.

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**Week 10: 10 & 12 March**  
**Stalking (Criminal Harassment) & Sexual Assault**


**Week 11: 17 & 19 March**
**COURTS & SENTENCING**

- Britton et al. (textbook), Chapter 3.

**Week 12: 24 & 26 March**
**PRISONS AND COMMUNITY CORRECTIONS**

- Britton et al. (textbook), Chapter 5.

**Week 13: 31 March & 2 April**
**LIFE COURSE & DESISTANCE**

- Britton et al. (textbook), Chapter 6.

*Final exam during exam schedule (April 2020)*
GRADING SCHEME

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short in-class writing assignments</td>
<td>20</td>
<td>Every class in class</td>
</tr>
<tr>
<td>Essay assignment</td>
<td>40</td>
<td>Due date (bonus 5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due date following grace period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(no late penalty during grace period)</td>
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<tr>
<td>A</td>
<td></td>
<td>A Thursday 27 February</td>
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<tr>
<td>B</td>
<td></td>
<td>B Thursday 5 March</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
<td>April exam schedule</td>
</tr>
</tbody>
</table>

EVALUATION

- **Short in-class writing assignments**: involve responding to questions that address the week’s readings and lecture. I will drop your lowest 4 scores from the grade calculation (or you may elect to skip 4 assignments in the event of missed classes). *Bring loose-leaf lined paper and a pen to each class.*

- **Essay assignment**: is 10-15 pages in length (double-spaced). There are 2 different essay assignments (choose by topic or by the due date that you prefer).

- **Final exam**: consists of multiple choice, short answer and essay-style questions. The exam is 3 hours in duration. The exam takes place during the final exam schedule. The exam covers the entire semester.

GRADING METHOD

*Queen’s Official Grade Conversion Scale*

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
LOCATION AND TIMING OF FINAL EXAMINATIONS
The exam dates for each term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

LATE POLICY
The essay assignment will be distributed in the first week of classes. Please note that there are 2 essays with 2 different due dates in this course. Choose the topic that you prefer (or choose by the due date that you prefer). There is a due date for each essay (always a Thursday) and a grace period (with no late penalty) until next class (Tuesday). The grace period is available to all students—no documentation is required. Students who submit their essay on time (the Thursday) will receive a 5% bonus on their essay grade. The rationale is to reward students who submit assignments on time whilst not penalizing those who need a little extra time. Submit your essay assignment in class on the due date. Essays submitted after the Tuesday final due date will receive a penalty of 10% per day late (Late essays can be submitted to the assignment drop box in the wall beside the Sociology Department main office, room D-431 Mackintosh-Corry Hall).

I typically grade papers and exams anonymously (by student identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities to all students.

ACADEMIC INTEGRITY
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behavior conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of
Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism: Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
- https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing

Academic Integrity (Short Version)
You do not need to cheat. You do not want to cheat. Very bad things will happen if you cheat. Do not cheat.

Copyright of Course Materials (lectures, PowerPoint slides, syllabus, lab assignments)
This material is designed for use as part of SOCY389 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

Accommodations for Disabilities
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queens.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Academic Considerations for Students in Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to
complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senat eandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy %20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor name: Dr. F. Kay
Instructor e-mail address: kayf@queensu.ca

**Other Grading Matters**

*Grade Reappraisal:* Within two weeks of the date of the exam/essay is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

*Posting of Grades:* The *Freedom of Information and Protection of Privacy* legislation disallows the practice of having students retrieve assignments and exams from a public place (e.g., outside a professor’s office, the department office, etc.) or posting grades on office doors or on-line. Assignments and examination results must be returned to students individually, during class or during the professor’s office hours.

**Tips for Success**

* Asking questions: Students are welcome to ask questions in class and during office hours. If you wish to discuss a matter specific to you (for example, missing a test, disability accommodation, help with a written assignment), please come by my office. I like talking with students and I would rather help you in person than send e-mail replies.

* E-mail: When sending e-mail messages, remember to address the recipient by name, sign the e-mail note with your full name, use your Queen’s e-mail account, and use full words and sentences for clarity of expression. Treat e-mails as you would any other professional
communication. Use e-mail to send me a disability accommodation letter or to book an appointment outside office hours. Direct questions regarding course content during class and in office hours.

**Class notes**: If you have to miss class, ask to copy the notes from one of your classmates. Then see the teaching assistant or professor to clarify anything you do not understand. I am happy to assign supplementary readings in the event of missed classes.

**PowerPoint slides**: I occasionally use PowerPoint, but not every class. Slides provide an outline and graphs.

**Grading**: At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points). I then make cut-points for the grades based on the class distribution of scores. I try to ensure that students who do all the readings, attend lectures and participate actively can generally earn grades of B or better in my classes. Blowing off readings or lectures is almost certain to hurt your grade.

**Attendance**: We will not be taking attendance in class, but missing lecture more than twice is likely to compromise your grade.

**Reading**: This is a reading-intensive upper-division course. You should read and understand about 75-100 tough pages weekly (before lecture). Readings are not repeated in lectures and lectures are not duplicated in readings. Rather, readings and lectures in combination form an integrated whole.

**Classroom etiquette:**
- You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave.
- Do not text, check e-mail or surf the internet during class. This disrupts other students in their ability to learn and is disrespectful to me.
- Videotaping and recording lectures are strictly forbidden without written permission in advance from the instructor. This is to protect the privacy rights of students in our class.

**USEFUL WEBSITES AT QUEEN’S UNIVERSITY**
- Counselling Services: [https://www.queensu.ca/studentwellness/counselling-services](https://www.queensu.ca/studentwellness/counselling-services)
- Queen’s Student Accessibility Services (QSAS): [https://www.queensu.ca/studentwellness/accessibility-services](https://www.queensu.ca/studentwellness/accessibility-services)
- Accommodations Explained: [https://www.queensu.ca/studentwellness/accessibility-services/accommodations-explained](https://www.queensu.ca/studentwellness/accessibility-services/accommodations-explained)
On-Campus Services: Student Academic Success Services (SASS), Adaptive Technology Centre, Regional Assessment Resource Centre, Tutoring, Career Services: 
https://www.queensu.ca/studentwellness/accessibility-services/campus-services

Student Academic Success Services (SASS): http://sass.queensu.ca/
Career Services: events, workshops, career counselling, drop-in career advising, and resources (e.g., tip sheets). Career Services also partners with organizations recruiting employees, internship and educational candidates: https://careers.queensu.ca/

Peer Academic Support Service (PASS) and Academic Advising: 
https://www.queensu.ca/artsci/undergrad-students/pass-academic-advising

Four Directions Indigenous Student Centre at https://www.queensu.ca/fourdirections/home

Ban Righ Foundation (women returning to education or continuing education while juggling family responsibilities): https://banrighcentre.queensu.ca/services-and-programs/

International Centre (QUIC): https://quic.queensu.ca/

Arts & Science Undergraduate Society (ASUS): https://www.queensasus.com/

Useful Websites for Researching Law and Criminology

FBI Uniform Crime Reporting: https://ucr.fbi.gov/
Life of the Law: http://www.lifeofthelaw.org/#&panel1-1
Open Global Rights: http://www.opendemocracy.net/openglobalrights
The Society Pages: http://thesocietypages.org/
Public Criminology: http://thesocietypages.org/pubcrim/