GENDER ISSUES IN INTERNATIONAL CRIMINAL JUSTICE

Tuesdays 3:05-5:45 pm, 205 HH
John Jay College of Criminal Justice
524 West 59th Street
New York, New York 10019

Syllabus and Course Schedule

Instructor: Dr. Rosemary Barberet
Contact: rbarberet@jjay.cuny.edu
Office Hours: By appointment
Office Location: 520.10 Haaren Hall
Telephone: (212)-237 8676

COURSE DESCRIPTION:

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural perspective: 1) women as offenders, including the range of their offenses, their seriousness, and changes in the nature; 2) women as victims, including abused women, rape victims, and women forced into prostitution; 3) women as social control agents/professionals in the criminal justice system (as attorneys, police officers, correctional officers, etc.). While focusing on women and femininities, the course will also include readings on men and masculinities, and the emerging issue of LGBTQ populations in international criminal justice.

✓ This course is an elective in the ICJ major, the Human Rights minor, and the Gender Studies major and minor.

LEARNING OBJECTIVES:

Students will be able to:
- Advance their knowledge of issues pertaining to gender and the criminal justice system both at the national and international level
- Apply a range of theories to studying gender and international criminal justice
- Address gender issues from a global point of view
- Understand the difficulties involved in comparative cross-cultural research
- Focus or narrow down further their interests for future research
- Develop critical thinking towards theory and practice

**REQUIREMENTS:**

1. You should complete assigned readings before each class. A discussion board item will be posted every week, to be completed before class on Tuesdays.
2. At the end of the syllabus, I have included a list of books which are biographies about women in international criminal justice. Some of them are in our library and others may be found in your local public library. You will be asked to choose a book.  (You may also suggest a book that is not on the list for the professor’s approval.) You will write a review about your book (see instructions at the end of the syllabus, and submit it via BB on the due date.
3. A poster is required which you will present on May 7th during community hour as part of Research Week. Details appear at the end of this syllabus.
4. If you are absent on the day a film is shown in class you will be responsible for obtaining and viewing the film on their own time. Films will be material that will be on the final exam.
5. This class will be run as a supportive environment for students. Frequently, students take this class because they or someone they know has been affected by a gendered crime. Before you speak, think about whether what you say will be hurtful to someone in the class. If you are bothered by anything experienced in this class, or at any point in the semester you feel uncomfortable in class, please talk to me.  Also know that the College’s Counseling Services Center, [http://www.jjay.cuny.edu/counseling](http://www.jjay.cuny.edu/counseling) in L.68.00NB, (212) 237-8111 as well as the college’s Women’s Center for Gender Justice [http://www.jjay.cuny.edu/womens-center-gender-justice](http://www.jjay.cuny.edu/womens-center-gender-justice) in L.67.10NB, (212) 237-8184 has qualified professionals that will help you for free. The first day of class we will have a guest visit from Jessica Greenfield from the Women’s Center for Gender Justice, to talk about our college’s policies and services.

**COURSE POLICIES**

**Attendance, Punctuality, Participation:** Students are required to attend all classes and to be on time for class. If you must be absent for a legitimate reason, notify me in advance. You are permitted to miss no more than 2 classes; after that, your absence will affect your attendance grade. You must attend class on days that you are due to make presentations. Simply coming to class and not participating is unacceptable.  Plan to speak at least once in every class.

**Classroom Behavior:** Students are expected to conduct themselves respectfully and professionally in class. Disparaging remarks will not be tolerated in class discussions. Cell phones and electronics must be turned off during class time. Eating of meals is not permitted,
though drinks and small snacks are acceptable. Students who are disruptive or disrespectful in any way may be asked to leave the classroom and will be marked absent for the day.

**Assignments and Exams:** All written assignments and presentations should be turned in using Safe Assign, via Blackboard. To meet the deadline for the term paper, the professor requires all students to submit all assignments electronically, or it will be considered a late paper. **Five (5) percentage points will be deducted every day that the paper is late, including weekends and holidays. This rule is strictly enforced. The final exam will be take home, due on the day of our college scheduled final exam date.**

**Accessibility/ADA Policy:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**The Writing Center:** The Writing Center is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Plagiarism:** The John Jay College policy on plagiarism is as follows:

*Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

*It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others, Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.*

///////(From the John Jay College of Criminal Justice Undergraduate Bulletin)

Students who plagiarize any part of any assignment will receive an automatic F for that assignment. They will also be reported to the College for academic dishonesty, as is required by CUNY policy. The entire college academic integrity policy can be found here:  
http://www.jjay.cuny.edu/academic-integrity-0
REQUIRED TEXT:


OPTIONAL TEXT:


✓ We will also be reading journal articles and internet sources.

GRADING:

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<tr>
<td>BB Discussion Board entries</td>
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<td>Research Poster Draft</td>
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<td>Research Poster</td>
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<td>Biography Presentation</td>
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<td>Final exam</td>
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GRADE POINTS:

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<td>A-</td>
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<td>B+</td>
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<td>C-</td>
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*An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements.

Extra credit: You may attend activities at John Jay or CUNY and write up a critique. These activities must be approved by the professor. Use the form at the end of the syllabus. One event = one extra credit point added to your end of semester grade. Maximum of five events=five points. This is the only extra credit allowed in the course. An extra credit form must be filled out after attending each event.

This semester students can earn the total maximum 5 extra credit points through one event: the play, *Seeing Rape*: April 10 at 7 p.m., April 11 during community hour, or April 12 at 7 p.m. in the Gerald Lynch Auditorium on campus. The extra credit must be filled out to receive credit.
COURSE OUTLINE

**Week 1- January 29:** Introduction to the course; sex and gender; gender & crime; the international lens. At 3:30, Guest info. session by Jessica Greenfield, Women's Center Counselor/Gender-Based Violence Prevention and Response Advocate, John Jay Women’s Center for Gender Justice

Film: *Tough Guise* 2 or *Hip-Hop Beyond Beats & Rhymes*

**Week 2- February 5:** Gender, globalization and development
Film: *China Blue* or *Maquilapolis City of factories*
☆ Required reading
Chapters 1 and 2
Read the overview chapter only:

**February 12 /no class, College closed**

**Week 3- February 19th:** International law, human rights and international organizations.
Film: *LGBT Rights Around the World*
☆ Required reading
Chapter 3
Convention on the Elimination of All Forms of Discrimination against Women
http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm
UN Resolutions on LGBTQ Rights:

**Week 4 – February 26th:** Global Women’s Activism
Film: *Honor Diaries*
☆ Required reading
Continuation of Chapter 3

**Week 5- March 5th:** Global Crime Prevention and Gender
This week, we will divide into teams by gender and do a gendered safety audit of our campus and in the vicinity using the app, My Safetipin.
☆ Required reading

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1 I reserve the right to modify this syllabus to incorporate events, speakers or film showings that arise and are relevant to the learning objectives of this course.

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**Week 6- March 12th:** Gender and criminal justice professions: lawyers, police officers, judges and court personnel, correction officers, probation officers, victim service workers, peacekeepers and human rights defenders.
Film: *Women on Patrol* (UN Civilian Policewomen in East Timor)
☆ Required reading

Chapter 9

**Week 7- March 19:** Field Trip to NGO Parallel Events, 62nd Session of the UN Commission on the Status of Women

**Week 8 – March 26th:** Missing at an early age: Girls
Film: *The Cutting Tradition: Female Circumcision in Africa Today*
☆ Required reading

Chapter 4 and
Your Research Poster Draft is due today

**Week 9- April 2:** Militarization, armed conflict and gendered violence: gendercide, child soldiers, sexual assault during war, peacekeeping, refugee status.
Film: Maria's story : a documentary portrait of love and survival in El Salvador's civil war
Required reading

Chapter 5
Chynoweth, S, (2017). "We Keep It in Our Heart" - Sexual Violence Against Men and Boys in the Syria Crisis. UN High Commissioner for Refugees (UNHCR). Read pp. 6-35.

**Week 10 – April 9:** Sex work, Prostitution and Trafficking for Sexual Exploitation.
Film: *In the Name of Love*
☆ Required reading

Chapter 6
**Week 11- April 16: Femicide, Intimate partner violence and sexual assault around the world**

Film: *Saving Face*.

Required reading
Continuation of Chapter 4

APRIL 23: NO CLASS, SPRING RECESS

**Week 12-April 30:**

**Access to Justice**
Film: *I Came to Testify*
Part of the PBS Series: Women, War & Peace
☆ Required reading
YOUR POSTER IS DUE TODAY TO BE SENT TO PRINT

May 7th: Poster Presentation Day (Community Hour in Hound Square)

**Week 13- May 7: Gender, Criminality and Incarceration**
☆ Required reading
Chapters 7 & 8
Film: *Garden of Wonders*
Lanham, M., Ridgeway, K., Dayton, R. et al. (2018). “We’re going to leave you for last, because of how you are”: Transgender women´s experiences of gender-based violence in healthcare, education and police encounters in Latin America and the Caribbean. *Violence and Gender*, 00/00.

**Week 14, May 14th:** Book Review Presentations
All book review papers are due today by 11:59 pm on BB.
The professor will distribute the final exam today (take home).
Tuesday, May 21st (Our final exam date)  
Final exam is due (submit to BB by 11:59 p.m.)

**Instructions for Research Poster**

Your goal is to propose the creation of non-governmental organization dedicated to filling an unmet need or goal in the prevention of a gendered crime, victimization, human rights violation or similar injustice, following the concepts of same that we have been using in class. By prevent, I mean stopping something from occurring in the first place (such as awareness raising and public information programs), reducing its seriousness, lethality or spread (such as direct intervention programs to help victims, or demotivate offenders), or reducing its reoccurrence (such as legal interventions, or direct treatment programs).

What is an NGO?
A non-governmental organization (NGO) is a not-for-profit, voluntary citizens’ group, which is organized on a local, national or international level to address issues in support of the public good. NGOs are task-oriented and made up of people with common interests. They perform a variety of services and humanitarian functions: they raise awareness about issues, bring citizens’ concerns to governments, hold institutions accountable, monitor policy and program implementation, provide analysis and expertise, and encourage others to mobilize around their aims.

Your NGO may be based anywhere in the world except the United States. Its scope can be local, national, or international in scope. You can only hire ten fulltime staff to work in your NGO. You can use all kinds of sources in your paper to justify the need for your NGO and to create it: webpages, newspaper articles, scholarly journal articles, or books. Be judicious in your use of sources, however. Avoid popular literature, youtube videos and blogs. Your effort in finding information, as well as using foreign language skills, will be reflected in your grade.

In your poster you should:
1. Locate an unmet need for your NGO in your chosen country. Describe the type of crime, victimization or injustice that you aim to tackle through your NGO, why it is important to prevent it in your country(ies) or internationally and why it hasn’t already been done. Be specific. Make sure this is related to gender justice.
2. Describe how your NGO is needed, timely, unique and original. Give it a creative name. The poster should carry this name as a title.
3. Draft the mission statement for your NGO. What is the overall goal of your organization and on what values does it rest?
4. Describe the activities that your NGO will undertake, how they address gender and the theory behind your mission statement and activities. In this case, theory means how or why what your NGO does is supposed to work in preventing your chosen crime or injustice. How will your ten staff members work together to carry out these activities?
5. Tell us how your program responds to cultural issues in your chosen country(ies).
6. Describe the short and long term hurdles you expect in getting your NGO off the ground and running successfully and how you will deal with them. Don’t forget to mention how
your NGO will involve others in the broader community in its work and ensure continuity of its mission.

7. Lay out how you will know if your NGO is successful. How will you assess your NGO is doing a good job at achieving your aims? Be specific.

8. End with a final summary of what you aim to do and its global significance for gender equality.

Good posters will build on the knowledge and skills learned in class, have strong legal and criminological foundations, be creative, culturally sensitive, specific, realistic, well organized, designed, and well written.

Your poster draft (due March 26th) will be a 1,000 word document addressing the outline above and a reference list of a minimum of 10 sources.

**Biography Review and Presentation Instructions**

Students are to read a relevant biographical work relevant to this course and present a 5-7 minute summary, reflection and critique of the book to the class as well as a written report. The summary should cover the early life (date of birth, family life, education, important life events) and adult life of the subject. What work did the person do, how did s/he become well known, what were the subject’s most important accomplishments? The reflection should be your opinion about the book’s subject. Do you think the person is important? How is the world different because this person lived? What is the relationship between this person and what we have studied in class this semester? What kind of impact did this book have on you, in terms of your outlook, career aspirations or life goals? The critique should be about how the book was written as well as about the contributions of the subject to our lives. End by telling us whether you liked or did not liked this book, giving reasons for your opinion.

The review should be 1,500 words. In class, you should not read from your paper but rather present your more interesting findings and impressions to your classmates, in 5-7 minutes.

**BIOGRAPHY LIST:**

The following list contains biographies of women around the globe as victims, offenders, criminal justice professionals, or activists and political leaders who have advocated for justice for women.


SOC 333 Extracurricular Activities Write-Up Form

Please use this form to summarize the event you attended in order to apply for one extra credit point. Make copies of this form for up to five events=5 points.

Name:_____________________________________________________

Title of Event:____________________________________________________________

Date of Event:__________________ Time: __________ Place: _____________________

Please answer the following questions. Your answers should take up the entire sheet of paper.

1. Please summarize what you learned at this event.

2. How did this event relate to class readings and discussions?

3. Please critique the event. How could it have been improved?