

# Soc 6306H

## Advanced Topics in Criminology Gender, Sexuality, & Crime

### Syllabus<sup>1</sup>

Fall 2023

Course Information			
Instructor	Chris Smith (she/her)	Email	<a href="mailto:cm.smith@utoronto.ca">cm.smith@utoronto.ca</a>
Classroom	[redacted], Room 17146	Office	[redacted]
Meeting Time	Mondays 5:10 PM – 7:00 PM (Note that the building is not accessible after 5:00 PM without an access card)	Office Hours	Mondays 4:00 PM – 5:00 PM or by appointment
Mode of Delivery	In-person		
Course Website	<a href="https://q.utoronto.ca/courses/324802">https://q.utoronto.ca/courses/324802</a>		

### Course Description

While gender and sexuality are central axes of inequality in much of sociology, historically these have been largely absent in Criminology. After reviewing the thin historical foundations and theoretical traditions related to gender, sexuality, and crime, we will survey how dramatically the field has changed in contemporary research. We will evaluate where feminist and queer theories work best and where there remains room for improvement.

### Course Goals & Outcomes

- XXXX
- XXXX

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<sup>1</sup> This syllabus draws from and is inspired by Joya Misra's syllabi.

## Evaluation Components

	Description	Due Date	Weight
Participation	<p>The success of this course requires active involvement of all participants. This means completing the reading, actively listening to your colleagues, asking questions, and providing comments. Because discussion is integral to this this course, I expect all of us to treat one another with respect, listening and engaging with one another and assuming best intentions. Because we come to the class with different (real-world and academic) experiences, we need to maintain openings in discussion for everyone. If you realize you are not speaking very much, please step into the conversation. If you realize you are speaking a lot, please step back, and encourage others to engage. If we create the very best, most inclusive conditions for conversation, our discussions will be richer, deeper, and will teach all of us more. Asking questions is a top priority. Questions that appear simple often end up leading to the most productive discussions. This doesn't require consulting the readings in class, instead speak about what you remember and know as none of us remember every detail.</p>	On-going	10%
Quercus Kick-off	<p>Readings need to be completed before class. Each week, I will provide reading guidance for the following week to let you know which sections of the readings to focus on.</p> <p>After completing the readings, you will make a short kick-off post (30-80 words) for that week's Quercus discussion that includes one question about the reading(s) or a comment about the topic that you would like to see us address in class. The kick-off is designed to help the discussion leader plan for their class meeting and get a sense of what you are thinking about.</p> <p>These posts are due by <span style="background-color: yellow;">[deadline to be decided on the first day of class]</span> before the class meeting to give discussion leaders time to plan their session. You will need to post at least 8 times out of the 10 weeks with readings.</p>	On-going	10%

<p style="text-align: center;">Leading Discussion</p>	<p>Leading class discussion involves presenting a short (5 minute) orientation of the required readings for the week, incorporating questions and issues that colleagues identified on Quercus, and relating the material to previous readings and class discussions. You will not "lecture" on the material, but facilitate a thoughtful and active discussion. You should prepare no more than five main questions to organize your session. You need to meet with me (in person or on zoom) at least once before your class session to discuss your plan. Your discussion plan is due on Quercus on the Monday of your week by <b>[deadline to be decided on the first day of class]</b>.</p> <p>Depending on final enrolments and the size of the class, you might lead discussion with a colleague. Joint discussion leaders need to meet to plan their duties for the session prior to the meeting with me. We will assign discussion leaders in our first class meeting.</p>	<p style="text-align: center;">On-going</p>	<p style="text-align: center;">10%</p>
<p style="text-align: center;">Book Review</p>	<p>You will write an academic book review on one of the books that we read for class, due at 5:00 PM on the date that we discuss the book. You will not write the review on a book for which you lead discussion.</p> <p>For this assignment, you will need to read the full book, even if the class only reads sections of the book. In this 750-1000 word review, you will briefly describe the major argument of the piece, and then critically evaluate the argument, noting both its strengths and weaknesses. (See journals <i>Gender &amp; Society</i>, <i>Contemporary Sociology</i>, or <i>American Journal of Sociology</i> for published examples.)</p>	<p style="text-align: center;">Week 3, 4, 7, 10, or 11</p>	<p style="text-align: center;">10%</p>
<p style="text-align: center;">Blog Entry</p>	<p>You will write two short blog entries, based on an article that we read for class, due at 5:00 PM on the date that we discuss that article. You will not write the entry on an article for which you lead discussion, and your two blogs will cover readings from different weeks.</p> <p>Each blog should be between 400-800 words in length, written in non-academic language for readers with a high school education, popularizing the take-away point from one of the pieces you have read for class. You should include one visual with your blog entry, and use a short, engaging title. (See the <a href="#">Gender &amp; Society blog</a> for published examples.)</p>	<p style="text-align: center;">Week 2, 6, 8, 9, or 12</p>	<p style="text-align: center;">5%</p>

Midterm Topic Proposal, Annotated Bibliography, & Workshop	The midterm assignment gets you started on your final paper. You will submit an annotated bibliography that includes a 1-2 sentence introduction to your topic, 1 sentence describing the type of final paper you intend to write, and a reference list of 7 academic sources in ASA style with 1-2 sentences under each identifying the potential purpose of that source to your final paper. This document is due at 5:00 PM. You will also prepare 1-2 presentation slides for the class meeting about your topic (no references). During our class meeting, each student will workshop their topic idea, potential direction of the final paper, and ask the class for feedback on their ideas and direction.	16 October	15%
Final Paper	Your final paper will sociologically examine some aspect of crime and gender/sexuality. The paper can take a variety of forms: a critical review of a certain theoretical or substantive tradition, a research proposal, a piece of original research. Papers will be approximately 20 pages double-spaced. Critical reviews will likely draw on about 25 peer-reviewed sources and proposals or empirical papers will draw on about 15 peer-reviewed sources.	10 December at 11:59 PM	40%

There is no late option for participation, Quercus Kick-offs, leading discussion, or the midterm as these assignments impact everyone in the course. Also, there is no late option for the book review and blog post assignments as these already have built in flexibility for you to choose your deadline. If you need to change the date for which you are the article expert, please find another student to swap with. Email me and the student with whom you are swapping to confirm. Late submissions of the final paper need to be discussed in advance of the deadline with me.

## Required Materials

All readings are available through the library.

\*Indicates readings on the 2023 Crime, Law & Society comps list.

Course Schedule	
	<b>Introduction</b>
Week 1 11 September	<p>Syllabus</p> <ul style="list-style-type: none"> <li>• Sign up for Discussion Leader week</li> <li>• Set syllabus deadlines</li> </ul>
	<b>Theorizing Gender &amp; Sexuality in Criminology I</b>
Week 2 18 September	<p>*Rafter, Nicole, and Mary Gibson. 2004. "Editors' Introduction." Pp. 3-33 in <i>Criminal Woman, the Prostitute, and the Normal Woman</i> by C. Lombroso, and G. Ferrero. Durham, NC: Duke University Press. [Skim images in <i>La Donna Delinquente, La Prostituta e La Donna Normale</i>]</p> <p>D'Emilio, John, and Estelle B. Freedman. 1997. <i>Intimate Matters: A History of Sexuality in America, 2nd ed.</i> Chicago, IL: The University of Chicago Press. [Chapter 2: "Family Life and the Regulation of Deviance" pp. 15-38]</p> <p>*Kruttschnitt, Candace. 2016. "The Politics, and Place, of Gender in Research on Crime." <i>Criminology</i> 54(1):8-29.</p> <p>*Messerschmidt, James. 1993. <i>Masculinities and Crime: Critique and Reconceptualization of Theory.</i> Lanham, MD: Rowman and Littlefield. [Chapter 3 "Structured Action and Gendered Crime" pp. 61-86]</p> <p>Discussion Leader: _____</p>
	<b>Theorizing Gender &amp; Sexuality in Criminology II</b>
Week 3 25 September	<p>*Potter, Hillary. 2013. "Intersectional Criminology: Interrogating Identity and Power in Criminological Research and Theory." <i>Critical Criminology</i> 21(3):305-318.</p> <p>Buist, Carrie L., and Emily Lenning. 2023. <i>Queer Criminology, 2nd ed.</i> London: Routledge. [Select pages]</p> <p>Discussion Leader: _____</p>

<p>Week 4 02 October</p>	<p style="text-align: center;"><b>Doing Gender &amp; Sexuality in Crime</b></p> <p>*Panfil, Vanessa R. 2017. <i>The Gang's All Queer: The Lives of Gay Gang Members</i>. New York: New York University Press. [Select pages]</p> <p>Discussion Leader: _____</p>
<p>Break 09 October</p>	<p style="text-align: center;"><b>Holiday / Reading Week</b></p>
<p>Week 5 16 October</p>	<p style="text-align: center;"><b>Project Proposals</b></p> <p>No Additional Readings No Discussion Leader</p> <p>Midterm Assignment due</p> <ul style="list-style-type: none"> <li>• Topic proposal and annotated bibliography due at 5:00 PM</li> <li>• Workshop topics in class</li> </ul>
<p>Week 6 23 October</p>	<p style="text-align: center;"><b>Sex Work / Sex Markets I</b></p> <p>Bernstein, Elizabeth. 2010. "Militarized Humanitarianism meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns." <i>Signs</i> 36(1):45-71.</p> <p>Hoang, Kimberly Kay. 2015. <i>Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work</i>. Oakland, CA: University of California Press. [Ch 6 "Constructing Desirable Bodies" pp. 126-153]</p> <p>Oselin, Sharon S. 2016. "You Catch More Flies with Honey: Sex Work, Violence, and Masculinity on the Streets." <i>Sociological Forum</i> 31(1):203-222.</p> <p>*Razack, S. 2000. "Gendered Racial Violence and Spatialized Justice: The Murder Pamela George." <i>Canadian Journal of Law and Society</i> 15(2):91-130.</p> <p>Discussion Leader: _____</p>
<p>Week 7 30 October</p>	<p style="text-align: center;"><b>Sex Work / Sex Markets II</b></p> <p>Shih, Elena. 2023. <i>Manufacturing Freedom: Sex Work, Anti-Trafficking Rehab, and the Racial Wages of Rescue</i>. Oakland, CA: University of California Press. [Select pages]</p> <p>Discussion Leader: _____</p>

<p>Week 8 06 November</p>	<p style="text-align: center;"><b>Policing</b></p> <p>*Maynard, Robyn. 2017. <i>Policing Black Lives: State Violence in Canada from Slavery to Present</i>. Winnipeg: Fernwood Publishing. [Select pages]</p> <p>Robinson, Brandon Andrew. 2020. "The Lavender Scare in Homonormative Times: Policing, Hyper-Incarceration, and LGBTQ Youth Homelessness." <i>Gender &amp; Society</i> 34(2):210-232.</p> <p>Remster, Brianna, Chris M. Smith, and Rory Kramer. Forthcoming. "Race, Gender, and Police Violence in the Shadow of Controlling Images." <i>Social Problems</i>. Online first.</p> <p>Discussion Leader: _____</p>
<p>Week 9 13 November</p>	<p style="text-align: center;"><b>Incarceration</b></p> <p>Flores, Jerry. 2016. <i>Caught Up: Girls, Surveillance, and Wraparound Incarceration</i>. Oakland, CA: University of California Press. [*Introduction pp. 1-25 and Chapter 2 "Life Behind Bars" pp. 52-69]</p> <p>*Jeness, Valerie, and Sarah Fenstermaker. 2016. "Forty Years after Brownmiller: Prisons for Men, Transgender Inmates, and the Rape of the Feminine." <i>Gender &amp; Society</i> 30(1):14-29.</p> <p>Greene, Joss. 2023. "Gender Bound: Making, Managing, and Navigating Prison Gender Boundaries, 1941-2018." <i>American Journal of Sociology</i> 128(4):993-1030.</p> <p>Discussion Leader: _____</p>
<p>Week 10 20 November</p>	<p style="text-align: center;"><b>Gender Based Violence</b></p> <p style="text-align: center;">Transgender Day of Remembrance</p> <p>*Guadalupe-Diaz, Xavier L. 2019. <i>Transgressed: Intimate Partner Violence in Transgender Lives</i>. New York: New York University Press. [Select pages]</p> <p>Westbrook, Laurel. 2023. "The Matrix of Violence: Intersectionality and Necropolitics in the Murder of Transgender People in the United States, 1990–2019." <i>Gender &amp; Society</i> 37(3):413-46.</p> <p>Discussion Leader: _____</p>

<p>Week 11 27 November</p>	<p style="text-align: center;"><b>Sexuality &amp; Law</b></p> <p>*Vogler, Stefan. 2021. <i>Sorting Sexualities: Expertise and the Politics of Legal Classification</i>. Chicago: The University of Chicago Press. [Select pages]</p> <p>Discussion Leader: _____</p>
<p>Week 12 04 December</p>	<p style="text-align: center;"><b>UofT Sociology Showcase</b></p> <p>Flores, Jerry, and Andrea Román Alfaro. 2023. "Building the Settler Colonial Order: Police (In)Actions in Response to Violence Against Indigenous Women in 'Canada.'" <i>Gender &amp; Society</i> 37(3):391-412.</p> <p>García-Del Moral, Paulina. 2020. "Practicing Accountability, Challenging Gendered State Resistance: Feminist Legislators and Femicidio in Mexico." <i>Gender &amp; Society</i> 34(5):844-868.</p> <p>Lennox, Rebecca. 2023. "Doing Crime Prevention, Doing Gender: Canadian Women's Responses to Police-Produced Gendered Crime-Prevention Messaging." <i>The British Journal of Criminology</i> 63(4):948-966.</p> <p>Otto, Natália. 2020. "'I Did What I Had to Do': Loyalty and Sacrifice in Girls' Narratives of Homicide in Southern Brazil." <i>The British Journal of Criminology</i> 60(3):703-721.</p> <p>Smith, Chris M. 2020. "Exogenous Shocks, the Criminal Elite, and Increasing Gender Inequality in Chicago Organized Crime." <i>American Sociological Review</i> 85(5):895-923.</p> <p>Discussion Leader: _____</p>



## Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and Code of Student Conduct (<http://www.vicereprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

All of your submitted assignments will automatically be run through a new plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. (Ouriginal replaces Turnitin.) In doing so, you will allow your assignments to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>

## Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "[Statement of Commitment Regarding Persons with Disabilities](https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021)" at <https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more

advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

### Equity and Diversity Statement

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert me to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.