This course focuses on women’s experiences with crime and justice in America. We begin with a brief introduction to the social construction of gender in our society and its impact upon the creation of law. Following this, the primary areas of study will be: women and girls as (1) lawbreakers, (2) prisoners, (3) victims and survivors of crime, (4) professionals in the criminal justice system, and (5) as civil defendants. We’ll explore theories about girls’ and women’s offending, the types of offenses they commit, and their experiences of incarceration. The course also explores the roots of violence toward women in our society, as well as possible interventions and solutions. We then review the historical and present-day experiences of women as professionals in policing, courts/legal work, and corrections. Finally, we will consider civil rights law with regard to gender, specifically focusing on one landmark case that helped define sexual harassment/gender discrimination law.

**Required texts:**


- **Readings on Electronic Reserve.**

**Class Environment:**

I invite you to join me in a commitment to actively and respectively participate to make this an interactive and dynamic space to learn. Students who bring creativity, thoughtfulness, and critical reflection to the classroom materials will do well in the class. I invite discussions to take place within the context of critical thinking and in the spirit of understanding diverse perspectives.

It is vital that our classroom be a place where everyone feels safe to express opinions, beliefs, be themselves and explore their values. This course and this professor WILL challenge those opinions and beliefs in the spirit of critical thinking and examining life to its fullest. In order to engage in open discussion, students are asked to follow some guidelines to help create a more comfortable learning environment amidst these challenges:

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1. These guidelines were developed by Lynn Weber and published in *Women’s Studies Quarterly* 18 (Spring/Summer 1990). Some amendments have been made.
1. Acknowledge that other people have experiences that we may not understand or relate to. We will work on acknowledging the experiences and feelings of ourselves and others, even if we do not agree with how we or others are currently acting on these experiences and feelings.

2. Agree not to blame others or ourselves for the misinformation they or we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.

3. Consider that people – both the groups we study and members of our class – are doing the best they can with the current tools they have at their disposal.

4. Agree to be aware that how we conduct ourselves in the classroom affects the learning of others. (e.g.: Am I talking more than my share? Am I unwilling to share my ideas?)

5. Agree to respect any requested in-class confidentiality.

6. Be respectful in our dialogue with others.

7. Do not engage in private conversation during lecture or group discussion, interrupt while another person is speaking, read non-course materials or use of any form of electronic devices (cell phones, pagers, blackberries, portable computers, etc.).

Part of promoting respect and consensus means accepting that we in this class may choose to discuss and potentially make changes to these guidelines, or to point out when our class fails to meet this agreement. All students should feel free to begin such a discussion at any time.

Managing Your Course Participation
The golden rule of this course is to NEVER EVER miss a course meeting. It is impossible for us to learn together as a community when one or more members continually drop in and out. Missing classes or coming unprepared will compromise your grade, since the writing assignments and examinations rely on classroom materials, including lectures, discussions, guest speakers and films that are not covered in the readings.

Attendance Policy
Attendance will be the first business of the day and will generally be taken by a short answer quiz in the first few minutes of each course meeting. The questions will be simple, designed to ascertain whether you have completed the reading. They will also form a portion of your grade. If you arrive after the reading quiz has been administered, the quiz points will not be available to you. If you leave a class early, you will be noted as absent for the meeting. Use this as an opportunity to operate with 100% integrity. You know ahead of time when you need to be in class, so organize your life to meet this commitment. Excused absences require documentation, and include such things as emergencies, illness, or University-sanctioned events.

Academic Integrity
Cheating, plagiarizing or other actions that violate the rights of another student in academic work or involve misrepresentation of your own work are violations of academic integrity. The American College Dictionary defines plagiarism as "copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.” If you are confused as to the difference between paraphrasing and plagiarizing, ask for clarification! The correct way to paraphrase (explain an author’s point in your own words) is to place the author’s last name & the
date of publication after your sentence. Here are some examples of the correct use of paraphrasing and quoting:

- Although all women in prison were subject to dehumanizing treatment, “Native women were additionally discriminated against because of their race and culture” (Ross, 2004, p. 245).
- The crime that women are most likely to be arrested for is larceny-theft (Belknap 2001).

UMD’s Academic Integrity Policy can be found at: www.d.umn.edu/assl/conduct/integrity

Grading Criteria:

- Clarity of your writing (grammar, punctuation, spelling, legibility and organization).
- Be accurate and comprehensive (illustrate the terms/concepts, and include all key points)
- Demonstrate in your own words and with examples that you understand the thesis, concepts, and arguments being presented.
- Imagination and creativity in your responses (both style and content).
- Assignments turned in late will lose ½ a grade for each day they are overdue. These points cannot be regained, even if you re-write the assignment (see below). Do not email your papers.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Guides</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2 (Take home)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Outside Article Paper</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Outside Article Presentation</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Quizzes (all)</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

A 460-500  A- 450-459  B+ 440-449  B 415-439  B- 400-414  C+ 390-399
C 360-389  C- 350-359  D+ 340-349  D 325-339  F 0-324

1. Discussion Guides (40 points: 4 @ 10 pts each)
In order to help ensure that each student in this class has a voice in questions and discussion about the course material, you will prepare 4 discussion guides throughout the semester (each should be 1 typewritten page). These guides should contain thoughtful questions about the reading for that day, within the context of your own reflection, opinion, and/or confusion. The discussion guide must be turned into my office (if I’m there) or my mailbox (Soc/Anth office) on the DAY OF CLASS, by 9am. Excluding days reserved for films/guest speakers/exams, you may choose to prepare a discussion guide for ANY day’s reading. However, you must prepare 1 discussion guide for 4 of the 5 sections we cover in this class (skip one):

1. Theories and Research about Women & Girls as Criminal Offenders
2. Women & Girls in Prison
3. Women Victims & Survivors of Crime
4. Women Workers in the Criminal Justice System
5. Gender, Civil Law, and Civil Rights
2. Exams (75/100/75 pts)
The 3 exams will consist of short answer and essay questions covering material from readings, films, lectures, and discussions. The 1st and 3rd exams are in-class; the 2nd is a take-home exam.

3. Outside Article Paper & Presentation (75/25 pts)
For this assignment, you will choose one article from one of these scholarly journals: *Feminist Criminology* or *Violence against Women*. You can access these journals (and the full-text of any of their articles) through the UMD library website. Once you've browsed through the titles and abstracts, take the following steps:

1. Write down your #1 and #2 choices on a piece of paper. Hand this in on Fri, Nov 16. You may hand it in early to better ensure you receive your first choice.
2. Once I've handed it back with confirmation of your article choice, print the article out.
3. Write a 4 page paper on the article, following the guidelines below. You must include a copy of the article with your paper.
4. Prepare a 5-7 minute presentation of the article to discuss with the class.

Your paper should include:
1) A basic introduction to the main thesis of the article
2) The various findings/arguments made by the author(s)
3) Your reaction to their findings/arguments (did they support their arguments with persuasive evidence? Were there limitations to the research or the article as a whole?)
4) Connections between this article and our in-class readings/films/discussions
5) A final summary and any remaining questions.

4. Reading Quizzes (60 pts)
Quizzes given at the beginning of most class meetings are designed to assess your general comprehension of the material.

5. Participation & Attendance (25 pts)
Your regular attendance and meaningful participation in our class discussions.

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**Course Schedule:**

W, 9/5  Class Introductions & Syllabus Review

F, 9/7  Women & CJS, Chap 1 (pp. 3-9)

M, 9/10 Women & CJS, Chap 1 (pp. 9-23)
   Critical Listening, Reading, & Writing Guide

**PART 1: THEORIES & RESEARCH ON WOMEN AND GIRLS AS CRIMINAL OFFENDERS**

W, 9/12 Women & CJS, Chap 2: Women in Crime

F, 9/14 On-line reserved reading: "The Frequency & Nature of Female Offending" (J. Belknap)
M, 9/17  Women & CJS, Chap 3: Feminist Theory & Research
W, 9/19  Women & CJS, Chap 4: Delinquency across the Life Span
F, 9/21  No class
M, 9/24  On-line reserved reading: “Tenuous Borders: Girls Transferred to Adult Court” (E. Gaarder & J. Belknap)
W, 9/26  Women & CJS, Chap 5: Women, Substance Abuse, and Criminal Justice
*Last chance to hand in Discussion Guide #1*
F, 9/28  Film: Girl Trouble
M, 10/1  Film: Girl Trouble (continued)
Exam 1 Review
W, 10/3  Exam 1

PART 2: WOMEN & GIRLS IN PRISON
F, 10/5  Women & CJS, Chap 6: The Prison Environment
M, 10/8  On-line reserved reading: "Resistance & Survivance: Cultural Genocide & Imprisoned Native Women"
W, 10/10  Film: What I Want My Words to Do to You: Voices from a Maximum Security Prison
*Hand in article choices*
F, 10/12  Film: What I Want My Words to Do to You (continued)
W, 10/17  Women & CJS, Chap 7: Restorative Justice Programs: Innovation & Advocacy
*Last chance to hand in Discussion Guide #2*
F, 10/19  Guest Speakers: Katya Goodenough Gordon & Laurel Hyvonen
M, 10/22  Article Presentations (5)

PART 3: WOMEN VICTIMS & SURVIVORS OF CRIME
W, 10/24  Women & CJS, Chap 8: Rape
F, 10/26  Article Presentations (5)

M, 10/29  Women & CJS, Chap 9: Wife & Partner Abuse (pp. 231-257)

W, 10/31  Women & CJS, Chap 9: Wife & Partner Abuse (pp. 257-276)
   Article Presentations (2)

F, 11/2  On-line reserved reading: "Leaving a Second Closet: Outing Partner Violence in Same-Sex Couples"
   Article Presentations (2)

M, 11/5  Guest Speaker: Ed Heisler, Safe Haven Shelter

W, 11/7  Women & CJS, Chap 10: Women's Victimization: Global Perspectives
   *Last chance to hand in Discussion Guide #3*
   *Take-home Exam handed out*

F, 11/9  Film: Aileen Wournes: Selling of a Serial Killer

M, 11/12  Film: Aileen Wournes (con't)
   *Take-Home Exam Due*

PART 4: WOMEN WORKERS IN THE CRIMINAL JUSTICE SYSTEM

W, 11/14  Women & CJS, Chap 11: Women in Law Enforcement

F, 11/16  Women & CJS, Chap 12: Women in the Legal Profession
   Article Presentations (2)

M, 11/19  Women & CJS, Chap 13: Women in Corrections
   *Last chance to hand in Discussion Guide #4*

W, 11/21  Article Presentations (5)

F, 11/23  No class

PART 5: GENDER, CIVIL LAW, AND CIVIL RIGHTS

M, 11/26  Article Presentations (5)

W, 11/28  On-line reserved reading: "Gender, Power, & Sexual Harassment"
   Class Action, Chap 1

F, 11/30  Class Action, Chaps 2-4
   Article Presentations (2)
M, 12/3  
*Class Action, Chaps 5-6*  
Article Presentations (3)

W, 12/5  
*Class Action, Chap 7-8*  
Article Presentations (3)

F, 12/7  
*Class Action, Chap 9*  
*Film: North Country*

M, 12/10  
*Class Action, Chap 10-12*  
*Film: North Country (con't)*

W, 12/12  
*Class Action, Chaps 13-15*  
*Film: North Country (con't)*

F, 12/14  
*Class Action, Chaps 16-17, Epilogue*  
Exam Review

F, 12/21  
*Final Exam* (8-9:55am)

**UMD SUPPORT SERVICES**

**Writing:** You can get free tutoring service at the Solon Campus Center for writing needs. Call 726-6246 or visit their website at (www.d.umn.edu/tutoring/) for times.

**Disabilities:** Students with disabilities are encouraged to contact Disability Services & Resources to discuss their needs for accommodation (www.d.umn.edu/access/), and inform me as soon as possible so I can adjust relevant course materials or assignments to meet your needs.

**Counseling:** Call 726-8155 for an appointment or visit (www.d.umn.edu/hlthserv/counseling)  
Consider seeking counseling if you are: Searching for ways to cope with college life, having conflicts with roommates, co-workers, friends, feeling lonely, inadequate, or having trouble "fitting in", questioning the course of romantic relationships, concerned about your sexuality, dealing with difficult family situations, feeling tense, stressed, anxious, irritable, or uncertain, experiencing a lack of motivation, concerned about alcohol or drug use, eating problems, difficulty grieving a loss, experiencing sexual harassment or other kinds of discrimination, dealing with a crisis such as sexual assault or rape, recovering from sexual or physical abuse or incest (excerpt from the UMD counseling website).