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:


• Class Action: The Story of Lois Jenson and the Landmark Case That Changed Sexual Harassment Law (2003), by Clara Bingham & Laura Leedy Gansler.

Class Environment:

I invite you to join me in a commitment to actively and respectfully 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:

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. Besides, you’re paying for this education! The best advice I could give you on how to succeed in this course is NEVER MISS A COURSE MEETING!!!

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, easily answered if you have done so and impossible to answer if you have not. 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. You also shouldn’t be leaving early. If you do, you will be noted as absent for the meeting. Informing me of the reason you have to leave early that day will probably not circumvent this process (unless for a University-sanctioned event). Use this exercise 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.

If you like to skip class, this is the wrong course for you. You are permitted excused absences for emergencies, illness, or University-sanctioned events. Excused absences require sufficient documentation if they are to be noted as such (and this is the only way you can make up quiz points.
from multiple absences). Please notify me ahead of time if you will not be in class, and if you are not able to do so before class, as soon as possible.

**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.
- 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.
- There is no extra credit in this class, but if you make an appointment to meet with me in my office to discuss any of the assignments below, I will add 5 points to your reading quiz score.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Author Analysis Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Guides</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Experiential Learning or Research Report</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Quizzes (all)</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>25</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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</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. **Author Analysis Paper (100 pts)**

Author Analyses are designed to improve your critical thinking, reading, and writing abilities. Your Critical Listening, Reading & Writing Guide contains an excruciating amount of detail on how to succeed in this assignment. If you would like to improve your learning/your grade on your Author Analysis, you have the opportunity to re-write it (one time only). Your re-write **must** include the original paper. You may write your author analysis on any of the following author chapters:

- Joanne Belknap’s *The Invisible Woman*, Chap 5
- Gaarder & Belknap, Chap 4: “Tenuous Borders”
- Paltrow, Chap 9: "The War on Drugs and the War on Abortion"
- Owen, Chap 10: "Women & Imprisonment in the United States"
- Sudbury, Chap 12: "Women of Color, Globalization, & the Politics of Incarceration"
- Ross, Chap 13: "Resistance & Survivance: Cultural Genocide & Imprisoned Native Women"
- Farr, Chap 14: "Defeminizing & Dehumanizing Female Murderers: Depictions of Lesbians on Death Row"

2. **Discussion Guides (50 points: 4 @ 12.5 pts each)**

In order to help ensure that each student in this class has a voice in questions and comments about the course material, you will prepare 4 discussion guides throughout the semester (each should be 1
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 11am. 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 Facts about Female Offenders
2. Women in Prison
3. Women Victims & Survivors of Crime
4. Women Workers in the Criminal Justice System
5. Gender, Civil Law, and Civil Rights

3. Midterm exam (75 pts)
The (sort of) midterm exam (on Feb 13) will consist of short answer and essay questions covering material from readings, films, lectures, and discussions.

4. Final exam (100 pts)
Your final exam will be comprehensive, covering readings, films, lectures, and class discussions.

5. Experiential Learning or Research Report (75 pts)
For this assignment, you may choose: A) an experiential learning project, where you observe or participate in an activity related to any topic on Women & Justice. For instance, you might tour the Safe Haven domestic violence shelter, attend a community event, or interview someone from Women in Construction (a Duluth business). You will also write a 4-5 page report on this experience, connecting it to at least one in-class reading or theory. B) a research report, where you choose a topic related to Women & Justice and do outside reading/research (at least 2 scholarly sources). You must also connect your 7-8 page research report to at least 2 in-class readings or theories. Some possible topics include (but are not limited to): girls and gangs, female sex offenders, women lawyers, women and chemical dependency, college athletics and Title IX, The Equal Rights Amendment (ERA), abortion law since Roe v. Wade, Dalkon Shield civil litigation, effective programming for delinquent girls, culturally-specific programs, mental health treatment in prisons...

6. Reading Quizzes (75 pts)
Quizzes given at the beginning of most class meetings are designed to assess your general comprehension of the material.

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

-----Course Schedule-----

W, 1/18 Class Introductions & Syllabus Review

F, 1/20 Critical Listening, Reading, & Writing Guide
CJ System & Women, Chap 1, The Criminal Law & Women (pp 11-19)

PART 1: THEORIES & FACTS ABOUT FEMALE OFFENDERS

M, 1/23 The Invisible Woman, Foreword, Preface, and Chap 1, The Emergence of Gender in Criminology
W, 1/25  The Invisible Woman, Chap 2, Critiquing Criminological Theories

F, 1/27  The Invisible Woman, Chap 3, The Frequency & Nature of Female Offending

M, 1/30  CJ System & Women, Chap 4, Trends in Female Criminality: Is Crime Still a Man's World?

W, 2/1  CJ System & Women, Chap 6, Contemporary Explanations of Women's Crime

F, 2/3  CJ System & Women, Chap 4, Tenuous Borders: Girls Transferred to Adult Court

M, 2/6  The Invisible Woman, Chap 4, Processing Women & Girls in the System

W, 2/8  CJ System & Women, Chap 9, The War on Drugs & the War on Abortion
* Last opportunity to hand in discussion questions for this section*

F, 2/10  Review for exam

M, 2/13  Midterm exam

PART 2: WOMEN IN PRISON

W, 2/15  CJ System & Women, Chap 10, Women and Imprisonment in the U.S.: the Gendered Consequences of the U.S. Imprisonment Binge
Film: Women's Prisons: Old Problems, New Solutions

F, 2/17  The Invisible Woman, Chap 5, Incarcerating, Punishing, and "Treating" Offending Women & Girls (1st part of this chapter: pp 155-173)

M, 2/20  The Invisible Woman, Chap 5, Incarcerating, Punishing, and "Treating" Offending Women & Girls (2nd part of this chapter: pp 173-202)

W, 2/22  CJ System & Women, Chaps 15 & 16, Mothers in Prison & Their Children/Stopping Abuse in Prison
Writing Workshop: Author Analysis papers

F, 2/24  Guest Speaker: Katya Goodenough Gordon (on working with delinquent girls)

M, 2/27  CJ System & Women, Chap 13, Resistance & Survivance: Cultural Genocide & Imprisoned Native Women

W, 3/1  CJ System & Women, Chap 14, Defeminizing & Dehumanizing Female Murderers: Depictions of Lesbians on Death Row
* Last opportunity to hand in discussion questions for this section*

F, 3/3  Film: Aileen Wuornes: Selling of a Serial Killer
M, 3/6  
*Film: Aileen Wuornes: Selling of a Serial Killer*

W, 3/8  
Writing Workshop (bring a draft of your paper)

F, 3/10  
*Author Analysis Paper Due*  
*Film: I'm You, You're Me: Women Surviving Prison, Living with AIDS*

3/13-17  
SPRING BREAK

PART 3: WOMEN VICTIMS & SURVIVORS OF CRIME

M, 3/20  
The Invisible Woman, Chap 6, The Image of the Female Victim  
*Film: Violence Against Women: Beyond the Stats*

W, 3/22  
The Invisible Woman, Chap 7, Sexual Victimization

F, 3/24  
The Invisible Woman, Chap 8, Woman Battering and Stalking  
*Identify your experiential learning or research report topic*

M, 3/27  
CJ System & Women, Chap 21, Fear and the Perception of Alternatives: Asking "Why Battered Women Don't Leave" Is the Wrong Question  
*Film: The Worst Kind of Love*

W, 3/29  
CJ System & Women, Chap 22, Women's Realities: Defining Violence against Women by Immigration, Race, and Class

F, 3/31  
CJ System & Women, Chap 23, Leaving a Second Closet: Outing Partner Violence in Same-Sex Couples

M, 4/3  
CJ System & Women, Chap 25: Can Restorative Justice Reduce Battering?  
*Last opportunity to hand in re-writes for Author Analysis*

W, 4/5  
* Last opportunity to hand in discussion questions for this section*

PART 4: WOMEN WORKERS IN THE CRIMINAL JUSTICE SYSTEM

F, 4/7  
The Invisible Woman, Chap 9, Working Women: Breaking the Barriers

M, 4/10  
The Invisible Woman, Chap 10, Working Women: On the Job

W, 4/12  
CJ System & Women, Chap 30, Women in Black: Are Female Judges More Compassionate?
F, 4/14 CJ System & Women, Chap 32, Current Barriers & Future Promise for Women in Policing

M, 4/17 CJ System & Women, Chap 33, Lesbians in Policing: Perceptions & Work Experiences within the Macho Cop Culture
* Last opportunity to hand in discussion questions for this section*

PART 5: GENDER, CIVIL LAW, AND CIVIL RIGHTS

W, 4/19 CJ System & Women, Chap 26, Gender, Power, & Sexual Harassment
Class Action, Chap 1

F, 4/21 Class Action, Chaps 2-4

M, 4/24 Class Action, Chaps 5-6

W, 4/26 Class Action, Chaps 7-9
Film: North Country

F, 4/28 Class Action, Chaps 10-12
Film: North Country

M, 5/1 Class Action, Chaps 13-15
Film: North Country
*Experiential Learning or Research Report Due*

W, 5/3 Class Action, Chaps 16-17 & Epilogue
* Last opportunity to hand in discussion questions for this section*

F, 5/5 The Invisible Woman, Chap 11, Conclusions: Effecting Change
Review for Final Exam

M, 5/8 FINAL EXAM (10:00am-11:55am)
UMD SUPPORT SERVICES

Writing: You can get free tutoring services 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)

When should you seek counseling? Often students enter the counseling process by saying, “I don’t know if I really need to be here, but ...” 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 or ability to concentrate, concerned about alcohol or drug use, dealing with eating problems, experiencing difficulty grieving about 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).